JOURNAL

OF THE

Mysore State Education Federation

Vol. XIV] JULY 1960 [No. 4

PRINCIPAL CONTENTS

		Page
1.	Problems Before Teachers *By Smt. Grace Tucker*	73
2.	New Education Fellowship—Its Ideals and Work *By Shri K. G. Saiyidain*	75
3.	Large Group Instruction—Its Objectives and its Limitations *By Shri D. Visweswaraiya*	76
4.	A Study of Our Solar System *By Virginia Warren*	79
5.	What is Wrong with the Examination? *By Shri S. K. De*	81
6.	Educate People and Make Democracy Successful *By Shri Shamsuddin*	84
7.	The Neglected Parent *By Smt. R. Janakamma*	85
8.	A Memorandum of Primary School Teachers	86
9.	Education—Primary *vs.* Secondary *By Shri Raghuvir Sahai Nigam*	88
10.	Educational Notes	89
11.	News from States	91
12.	Our Associations	92
13.	ಪ್ರಾಥಮಿಕ ಶಾಲೆಯೂ, ಪ್ರಕೃತಿವಿಮರ್ಶೆಯೂ *By Shri M. Mallappa*	94

PUBLISHED BY THE MYSORE STATE EDUCATION FEDERATION
BANGALORE

EDITORIAL BOARD

1. Sri. Syed Basheer Ahmed, M.Sc., B.T., M.Ed. (Leeds), Dip.-in-Ed., T.D. (Lond.), Bangalore.
2. Sri. D. Visweswaraiya, B.Sc., B.T., Bangalore. *Editor.*
3. Sri. T. Praneshacharya, B.Sc., B.T., Channapatna.
4. Sri. K. V. Doraiswamy, M.A., B.T., Bangalore.
5. Smt. Vimala Seshadri, B.A., B.Ed., Bangalore.
6. Sri. K. Srinivasan, B.A., L.T., Bangalore.
7. Sri. Y. G. Shantarajaiah, Bangalore.
8. Sri. T. R. Parameswaran, B.Sc., B.T., Bangalore.
9. Sri. P. Deva Rao, B.Sc., B.T., Thirthahalli
10. Sri. N. R. Hiremutt, B.Sc., B.T., M.Ed., Bangalore.
11. Sri. K. Nanjundiah, B.A., Bangalore.
12. Sri. D. S. Chandrasekhar, B.Sc., B.T., Dip.-in-Basic Ed., Bangalore.
13. Sri. Basavannappa, Bhadravati.
14. Sri. Narasappa, Tumkur.

1. All subscriptions to the Journal should be sent by M.O. to the Editor, *Journal of the Mysore State Education Federation*, 497, Visweswarapuram, Bangalore 4, Mysore State. To ensure quick attention, the Code No. mentioned on the wrapper and receipts should be quoted.
2. The Annual Subscription to this Journal is Rs. 5 only inclusive of postage. For Members of the M.S.E.F., the subscription is at half rates.
3. The Editor invites articles of Educational interest from teachers and their Associations for publication in the Journal.
4. *Advertisement Rates.*—Rs. 200 per year per page ; Rs. 22-8 per full page per insertion ; Rs. 12 per half page per insertion ; Rs. 6 per quarter page per insertion.

NEW!

THE LITTLE

LIFCO DICTIONARY

(English-English-Kannada)

* 596 Pages
* Useful Appendices
* Price Rs. 4·00
* By Post Rs. 5·20

The Little Flower Co. (LIFCO), Madras-17 ; M. Damodaram & Co., Appah Bldgs., Madras-1 ; Higginbothams (Private) Ltd., 17-A, Mahatma Gandhi Road, Bangalore-1, Madras-2 & Rly. Stalls ; and All other Booksellers

ಪ್ರಾರ್ಥನಾ ಪದ್ಯ ಸಂಕಲನ

ಪ್ರೈಮರಿ ಶಾಲೆಗಳಲ್ಲಿಯೂ ಮತ್ತು ಮೂಲ ಶಿಕ್ಷಣ ಶಾಲೆಯಲ್ಲಿಯೂ ದಿನವಹಿ ಆಚರಣೆಗೆ ಉಪಯುಕ್ತವಾಗಿರುವ ಪ್ರಾರ್ಥನೆಗಳನ್ನು ಸಂಕಲನಮಾಡಿ ಒಂದು ಸಣ್ಣ ಪುಸ್ತಕವನ್ನು ಪ್ರಕಟಿಸಲಾಗಿದೆ.—ಕ್ರೌನ್ ಅಕ್ಟೈವೋ, 24 ಪುಟ.

25 ಪ್ರತಿಗಳಿಗೆ 5 ರೂಪಾಯಿ ಬೆಲೆ. ಬೇಕಾದವರು ಎಡಿಟರ್, ಜರ್ನಲ್ ಆಫ್ ದಿ ಮೈಸೂರ್ ಸ್ಟೇಟ್ ಎಜುಕೇಷನ್ ಫೆಡರೇಷನ್, 497, ವಿಶ್ವೇಶ್ವರಪುರಂ, ಬೆಂಗಳೂರು, ಅವರಿಗೆ ಬರೆದು ತರಿಸಿಕೊಳ್ಳಬಹುದು.

JOURNAL
OF THE
Mysore State Education Federation

Vol. XIV] JULY 1960 [No. 4

PROBLEMS BEFORE TEACHERS*

By Srimathi Grace Tucker, M.A.
Deputy Minister for Education, Mysore

I THANK YOU very much for the honour you are doing me by requesting me to inaugurate the Convention of the Mysore State Branch of Primary Teachers Federation. I owe this honour perhaps to the fact that I was a teacher for several years. I have had the privilege of being a teacher for several years, and have an intimate knowledge of all problems pertaining to teachers as well as the Department.

During these past few years I have had the unique opportunity of coming into contact with several Teachers' Associations and Teacher-bodies. In Bombay area there are School Boards, as also Primary Teachers' Associations. In Coorg there is the All-Coorg Teachers' Association. In Mangalore and S. Kanara there are Teachers' Groups, and so also in Hyderabad area. Perhaps the smallest units are school units which merge sometimes into larger bodies comprising the whole District and sometimes send representatives to a higher body. Whatever it is, several groups and associations have come up —the main object and aim being the welfare of the teacher and the taught.

Here I would like you to reconsider your whole organisational set-up once again. The All-India Primary Teachers' Federation has set a pattern, and has called upon the States to form branches. It would be in the fitness of things for the State to be the unit affiliating all branches from all over the Districts, a uniform organisational scheme spreading a network to cover the last Taluk or even Hobli headquarters.

Yet a uniformity of this kind should not be synonymous with loss of individuality. In fact it is only individual strength which will give vitality to the whole. If the last veins and capillaries of a body are deplete of blood, whence then will life-giving blood flow to the heart. The smallest units should have the opportunity to voice their sentiments and to give expression to their experiences. From such remote ends, the main body at the State level, nay, further still at the Centre should feel the pressure of such individual sentiments and feelings. Therein lies the strength of a whole Body or Association.

Further several organisations for a single State would make for strength—Division in any body generally brings lack of power to individual members. I just mention all this as a note of caution and with no intention to deprecate the various Associations which are in existence. In fact my appreciation is that for a young country such as ours and for a 4-year old infant as our own beloved State, we have done so well. While I speak of uniformity in organisation, I strongly feel that Associations and Groups affiliating to the main body should have full opportunities for expressing their individual opinions and developing on different lines; but strictly keeping within the bare framework of the State and All-India Constitution.

By means of these Associations, teachers are being aroused all the country over. May their thoughts and energies be channelised for the greatest benefit of themselves and the healthiest development of their schools and children.

Primary education in our country is growing to abnormal proportions. With the Third Five-Year Plan all our children between the

* Excerpts from the Inaugural Address delivered at the Convention Meeting of the State Branch of the All-India Primary Teachers' Federation held in Bangalore recently.

ages of 6 and 11 will be in schools. In the State, it is estimated that 27·65 lakhs of children will be in schools and so we have to think of additional facilities for a large number of teachers. By the end of Second Five-Year Plan the teacher strength will increase to 71,200 Primary teachers—and proportionately during the Third Five-Year Plan, the total estimated number of teachers is 79,550.

Teachers' responsibilities have thus been increased to cover every child in the State. But this is not all. Intensive education goes hand in hand with extensive education. Intensively, plans have been made to improve the quality of education imparted. For what else is Basic Education ; what else are excursions, what else are audio-visual aids, seminars, etc.

But, it has been realised on all hands that at the expense of the social and spiritual growth of the child, nay, even the mental growth, education is being planned and hence the clarion call to teachers from all quarters to see to the well-being and full development of the products of their hands—the present day student. If we are satisfied, woe be to our country, but if we are not, a new technique of teaching is to be sought after—a most illusive thing. The spiritual is closely allied to the mental. In training a child to activity of thought we must beware of inert ideas and mental dryrot—A living education should be given the child. Thus overnight in our young country the Teachers' feet have been set in a large room.

In proportion to the increasing importance of Primary Education, the salaries are very meagre. No doubt from 1955 onwards there has been a tendency to raise the salaries of primary school teachers all the country over. Thus in 1957 in accordance with the Central Advisory Board of Education, salaries were stepped up to Rs. 40 and Rs. 50 *plus* D.A. Later on a few benefits here and there have been received such as training of teachers, housing for teachers in rural areas, seminars and so on. This, of course, does not touch the fringe of teachers' sufferings. And it would be in the fitness of things, for bodies of teachers to remove gradually the hardships —the social and economic differences of the teacher-world.

While examining the economic standards of teachers it would be useful to consider supplementing the present income of teachers with additional work for about three hours. In fact in the present position of the nation's economy, it would be certainly useful to consider such additional work—for not only does it help the teacher, but also brings in wealth-producing work. Thus N.E.S., Community Development, Central Government Departmental office work and even agricultural work may be entered into by teachers. Socially, may I suggest to teachers to so conduct themselves that respect may be given to them. There is no need to trouble over those disrespectful people who do not realise the divine spark in every human being.

With regard to teachers' constituencies it is absolutely necessary that the primary school teachers' voice should make itself felt and to that extent the primary school teacher should be enfranchised as has happened in the case of his senior, the secondary school teacher.

For all these and several more benefits that teachers should get, the first and important step would be to federate. For in federation is salvation and strength. With this call to teachers, I have great pleasure in inaugurating this Conference for Primary School Teachers, Mysore Branch, of the All-India Primary Teachers' Federation.

Educationists are requested to send articles of interest and school reports for publication to

THE EDITOR
Journal of
The Mysore State Education Federation
497, Visveswarapuram
BANGALORE 4

To Advertisers

A very good Medium of advertisement. The magazine reaches the pupils and teachers of Middle and High Schools in the State.

Rates: Full Page Rs. 200 per Year
Full Page Rs. 22·50 per insertion
Half Page Rs. 12·00 per insertion
Quarter Page Rs. 6 per insertion

NEW EDUCATION FELLOWSHIP—ITS IDEALS AND WORK

By Shri K. G. Saiyidain
Secretary for Education, Central Government, New Delhi

We call this Organisation the *New* Education Fellowship and there have been some comments and criticisms about the use of this adjective and the proposal that it may be dropped. This is obviously a matter for the Fellowship to decide in a democratic way. But, if I may say so, while I respect the criticism, I do not quite agree with it. So long as life goes on changing and progressing—and when has it changed more radically and massively ?—education must retain a *dynamic* character. This is not to deny that life has its basic truths and that these eternal verities profoundly matter. But, throughout history, life has spun its warp and woof out of the old as well as the new—with its roots in the soil and its shoots and branches hungering for the sun and the sky, stretching themselves vigorously in all directions. I am confident that, in the years ahead, life will go on flinging its challenges, more quickly and bewilderingly than ever, before educationists and some of them will wear new faces. We cannot shy away from these challenges nor can we meet all of them moving on the crutches of old methods and old customs. Even as you see in India of your dreams an amalgam of what is good in the past and what may be good and life-giving in the present and the future, so must we move hopefully towards, what I may call, growing points in education. Our high purpose is to win over man's rich inner resources to co-operate creatively with all promising social trends and forces in building up the world of our dreams. We may or may not call this Education *'New'* but the element of 'newness' is built into the very concept of Education.

There are two activities to which Education can be most appropriately compared—gardening and spreading the light. Those, who have the finest gardens in India, must witness every day the joy and thrill that comes to a gardener when he helps young plants to grow straight and flowers to put on their glorious plumage. So does the good teacher as he initiates his young children into new segments of truth, goodness and beauty, as he sees their tottering steps graduate into the graceful movements of a dance or their lisping tongues put on the flaming oratory of an Abul Kalam Azad. This is a heart-warming and heart-bracing task. It is also a heart-breaking task sometimes. As my distinguished friend and our great educationist, Dr. Zakir Husain, once remarked, education is often like ploughing the sands where one works devotedly for decades and sees no results. We are not afraid even of ploughing the sands because we have seen that, by the intelligent application of science and technology even deserts have blossomed into gardens. We are rash enough or naive enough or optimistic enough to believe that we *can* pit the power of right ideas and emotions against the devil's impressive allies and the magic of love and understanding against the menace of the Atom Bomb. We have no doubt that the inspiration of the right ideals and the application of the right social and psychological techniques can also transform the mental and emotional deserts that play havoc with the life of children and adults. But there is one request, one respectful demand that we as educationists must make of the politicians and statesmen of the world—especially those who belong to the tribe of Peace. Give us a chance to show what is possible—give us Peace! Political stupidity, economic greed, ideological fanaticism, trigger-happy fingers, foolish fatalism, megalomania—any one of this unlovely brood can start a war and reduce all our quiet and creative work, all our psychological and educational depth charges to futility. If peace and international understanding do not triumph, not only our humble efforts at gardening but the whole future of mankind is doomed.

In another sense, education is like the kindling of light in the hearts and minds of men and women in order to dispel the darkness of fears and suspicions and prejudices in which most of them live. In his New Year Greeting Card, Pandit Nehru has quoted this arresting sentence from Buddha's medallion : "A lamp has the unique quality of being able to light another lamp without losing any of its own brilliance". Thus can the sensitive teacher, who is aglow with the light of truth and goodness, share it with thousands of children without dimming it in the least.

(*Continued on page* 78)

LARGE GROUP INSTRUCTION—ITS OBJECTIVES AND ITS LIMITATIONS

By Shri D. Visweswaraiya
Bangalore

Group Teaching and Group Instruction in Instructional Programmes

During these days when we are thinking of Education in relation to the masses it becomes very necessary to device ways and means how large group instruction can be imparted to as large a number of people as possible within as short a period as can be conceived. This has particular significance in underdeveloped countries like India where the percentage of literacy is as low as 19% and the standards of living are comparatively very poor in relation to what exists in the Western countries. The progress has to be very rapid and results have to become tangible. Hence the development of group instruction has taken a very great incentive in recent times. The emergence of the radio and loud-speaking arrangements testifies to the desire that the process of acquisition of knowledge can be speeded up by such methods and procedures. Even on the institutional side these ideas have pervaded and very often we hear educationists speaking of the loud-speakers in schools and colleges and introduction of televised programmes and class-room broadcasting of lessons. Whatever may be the arguments for or against this process of imparting knowledge and instruction among boys and girls in our schools and colleges, there is no gainsaying the fact that they have invaded our educational programmes. To think of eliminating them would be inadvisable and impossible. Group teaching and group instruction have come to stay and they shall be made use of as largely as possible in effective instruction programmes.

Individual Needs

This ideology may be more applicable to the stage of adult education rather than to the infant schools where the children are in a stage of acquiring knowledge and trying to utilise such knowledge as would appeal to them. In the earlier stages of a pupil's educational work the idea of group teaching cannot and does not pay. The reason for this is not difficult to seek. Individual differences exist and education has to cater to the needs of the individual and his own aptitudes in life. Further the impressionable age requires the development of attitudes and the evidence of certain features which would not pay him well in after-life. It is for this reason that the educationist should have a greater knowledge of the pupil than on the subject he wants to teach. To teach John Latin is more difficult in the earlier stages than at the later stages of a youth's development. To know John is the greater and the more difficult task of the teacher. Hence individual study and individual contact are prescribed in the earlier stages of a pupil's teaching.

Universities and Adult Standards

Large group instruction as is in vogue in the universities and in adult standards is based on the theory that the adult's mind is capable of concentrating on a subject and the adult is able to judge for himself or herself exclusively what he or she needs. This discriminative ability in the adult makes large group instruction possible and very often effective. The quantum of knowledge transferred from the teacher to the audience is definitely greater and is the cheaper method of transmission. It is something like a simpler method of reading out a printed book or conveying a mandatory order. We all know that the present-day university instruction is limited to the needs of the examination and getting a passport to employment in service. Very often university education does not take any cognisance of the needs of the individual in life or appropriate development of the abilities in the individual. If university teaching should be limited to the answering of a question paper or the transference or some parcel of knowledge from the book to the pupil through the teacher it may have a value but as a training for life, group teaching cannot be a very effective medium or a correct method. How often are we stunned to find our graduates of the universities with high academic distinctions unable to handle very simple problems of life as cleaning one's own room, artistically arranging his books, purchasing good vegetables in the market or carrying a small basket from the railway station to his house. University education shall not be an agency for making the student forget the needs of good living or in developing the essential traits and duties imposed on him as a citizen,

Conservation of Talent

What concerns us most is the conservation of talent. Not merely is it the conservation, but a process by which talent is discovered, talent is nurtured and talent is developed to reach the highest stage of efficiency. In large group instruction what facilities are available to the teacher to know the personality of the individuals before him, for the assessment of their intelligence or to study their aptitudes or to examine their achievements ? When once this opportunity is denied to the teacher the close contact between the teacher and the pupil gets crippled and the divergence between the teacher and the taught begins to develop more and more. It is said by educationists that what matters most in educational methodology is the interaction of the teacher and the pupil for the development of the teacher on the one side and the pupil on the other side. This close contact is the ultimate factor that helps in the development of greater moral and ethical values. Talented children according to experts are those who are intellectually superior and creative and have high potential aptitudes and whose individual performances are consistently outstanding. In large group teaching the discovery of the talented children recedes to the background. To me it appears that a country's advancement depends upon the facilities given to the talented youth to grow to their full stature to shoulder the responsibilities of the nation. I would suggest that every school and college makes full provision for the fullest growth for these talented children and a close correlation between the agencies of education, *viz.*, the family, the school and the society is made to exist. This calls for an enriched and enlarged programme provided to them in their classes and with their class-mates. They need affection, understanding, experience, security and opportunity for creative experiment on all possible occasions. Class teachers should give such pupils experience in self-expression and self-evolution. Talented children should enjoy the freedom to express and to create. Exploiting the psychological directive that doing is closely associated with learning, it is necessary that they should be asked to do more and learn more. So when we speak of large group instruction we should not forget the needs of the few talented pupils in that group who deserve to get a better fare and a more skilful treatment.

Education of Smaller Numbers

Earlier educationists in the 19th century were concerned with the education of the smaller numbers and their problems were more concerned with the defectives and underdeveloped children rather than of those of the superior class. The educational experiments were conducted in order to raise them to the level of the average and also in order to develop them to become good members of the society in which they had to play their part. The experiments of the educationists of the 19th century Seguin, Froebel, Pestalozzi were all concerned with trying ways and means by which the children whose I.Q. was less than 100 might be adequately restored for normal functioning. Their educational devices and programmes were all centred around this concept. The average boy and the talented boy were largely out of their consideration. The theories based on the study of these children laid and systematised the methods of teaching in schools and brought about a close association between theory and practice. Even today these fundamental thoughts, plans and programmes have largely guided all educational work. These are holding an honoured and respected place in educational methodology.

Mass Teaching
The Need—Its Limitation

It is only in recent times that education has been considered a fundamental requirement of every individual. The processes for imparting knowledge have taken a new turn and mass teaching has come into prominence. The famous three-track theory in educational method is based on the same principle, the middle track is the homogeneous group with almost identical aptitudes and capacities which would be in a position to receive group instruction. The two ends, *viz.*, the talented children on the one side and the underdeveloped on the other side require special care and devotion in teaching. The common group methodology is coming to be disadvantageous to the two groups at the ends. The underdeveloped group cannot follow and appreciate what is being imparted to the majority and, therefore, feels frustrated and dejected in class-room work. May be, education becomes, according to them, a choice beyond their capacity. On the other hand, the talented group will find what is given for the majority, insipid and distasteful and gradually feels that their

talents are crippled and the school work disappointing. On this occasion a mention may be made that in Hitler's Germany special attention was paid to the talented group who were responsible in rebuilding a lost Germany. Hitler and his associates segregated the talented and established special institutions with enlarged and enriched courses of study and thus brought about an achievement which no other nation achieved during those hectic years. So the need for particular attention to the talented which is absent in large group instruction is to be supplemented by other ways and means. In one of his learned articles, Dr. Samuel R. Laycock of Canada puts a poser "whether our gifted children are being cheated". He says that teachers and thoughtful citizens are increasingly concerned these days about what can be done for children in the top 5% of intellectual ability who may reasonably be called "gifted" children. They are also concerned with the next higher 5% in ability who might be classified as "very bright". He feels that a solution to this problem is the unfinished business of the educationists. The framers of our Constitution have felt that the job has been finished after they have provided free and universal compulsory education for our children. But really speaking can we be merely content with a provision of this privilege in our Constitution ? A number of researches conducted in American Universities disclose the deplorable waste of their talents. Many gifted children have been provided with work which is far beneath their ability and so they have become bored or frustrated and have gradually learnt habits of work and thinking which are slipshod and ineffective. It has been estimated that 50% of the children who are endowed with talents and are considered fit for university studies are actually out of the universities for want of proper provision and proper assessment of talents during the earlier years of their schooling. When we say that every individual is entitled to a quality of education which helps him develop his maximum potentialities in a requisite fashion we are speaking about the needs of the nation. This wastage of capacities is a wastage in human power which we cannot let go. For a nation to waste half its talent is an unpardonable luxury. Talented children are to become our national leaders in all fields of life including those of scientific research. The present tendencies appear to be to push mediocre talent into our society and put a curb on the development of gifted children. This will, in the long run, pay neither the individual nor the nation.

Conclusion

In conclusion, we place before the citizen of the land the twin ideals, *viz.*, acquisition of knowledge on the one side and secondly, development of capabilities to the fullest extent so that each individual may grow in a harmonious way. Group teaching in schools at best can help acquisition of knowledge in parcels and nothing more than that. Experiences and opportunities provided on the individual basis will afford the necessary background for the development of character and personality. One is complementary to the other and one assists the other in the making of the True Man. I would like to quote John Hay Whitney who would say "the philosopher, without the manager, has nothing for supper, the engineer, without the poet, will run out of bridges to build". We want a happy combination of all those traits so that the country may proceed from success to success and from glory to glory.

A STUDY OF OUR SOLAR SYSTEM

(A Project for Primary School Children)

BY VIRGINIA WARREN

TO THE STUDENT

YOU are now living in the Space Age. Rocket travel to our moon and to the other planets of our solar system and their moons is now possible, perhaps even likely. By the time you are in high school, we will know much more about our solar system than we now know, and every new bit of knowledge will open the way to additional discoveries.

You can begin now to learn the language of space. Here are some words you can start with:

PLANET

An almost solid body that revolves around the sun. A planet shines only by reflected light.

SATELLITE

A body that revolves around a planet. The earth's moon is a *Natural Satellite*; man-made rockets now can place *Artificial Satellites* into space.

COMET

A glowing sphere, usually with a long nebulous tail, which arbits around the sun. Comets glow partly from their own fiery light and partly from reflection.

SUNSPOTS

Dark spots on the sun's surface. Radiation from these spots occasionally interrupts radio, telegraph and telephone communications on earth.

In addition to these words, used by men for many years, new words have been invented by men now working on rocket experimentation. These slang words include:

DOG HOUSE

A metal mound built into some rockets, containing important instruments for space trips.

BIRD

An inanimate object that flies. Any vehicle to a planet or moon is a "bird".

MOON SUIT

The inflatable pressurized suit worn to protect men and animals during trip outside the earth's atmosphere.

BRAIN

The automatic systems that guide space-ships.

CUTIE PIE

A portable instrument used to measure the amount of radiation in space.

You will know a lot about our solar system when you find out the answers to the following questions. How many can you answer now?

Which Planet....

1. is called earth's twin sister?
2. has what appear to be canals?
3. has 12 satellites or moons?
4. is closest to the sun?
5. is one on which you may expect to find life?
6. is the smallest planet in our solar system?
7. is the largest planet in our solar system?
8. is farthest away from us?

What is....

9. the number of planets and satellites in our solar system?
10. the name of the galaxy that contains our solar system?
11. the size of the moon? Is it larger or smaller than earth?
12. the reason why we have never seen the planet Venus, even though it comes closer to us than any other regular body except the moon?
13. the name of the only star in our solar system?
14. the date of the next eclipse of the moon?
15. the number of miles in a light-year?
16. the planet with the longest "year"?

THINGS TO DO

Watch the Skies.—Using field glasses (6-to-8-power), you can see moon craters, the moons of Jupiter, and thousands of stars you cannot observe with the naked eye.

Visit a Local Museum.—More and more museums are featuring displays on astronomy. Some even have working models of our solar system. Displays may also be found at local universities, libraries, government

institutions. Ask your teacher to suggest places for you to visit.

Read Books on Planets and Space.—Many books, often with photographs and pictures of planets and rockets, are now available for you. Visit your school or local library to find these books.

To the Teacher

This centerspread has been prepared for use by pupils in grades 4 and 5. It has been pretested by students at George Mason School, Alexandria, Virginia. Answers to the above questions appear below.

Answer to Questions on 'Our Solar System'

1. Venus, because it is almost the same size as the planet Earth.
2. Mars, when viewed through a telescope, has markings that appear to be canals.
3. Jupiter, a planet surrounded by a thick shell of ice and clouds of deadly gas, has 12 satellites.
4. On the average Mercury is only 36 million miles from the sun, and is hotter and more arid than earth's most barren desert.
5. Because Mars has carbon dioxide and water in its atmosphere, it is believed that lichens and mosses may grow on its surface.
6. Mercury is the smallest, just 3,100 miles in diameter—less than half the size of the earth.
7. Jupiter is the largest, 88,700 miles in diameter—at its equator—more than 11 times the size of the earth.
8. Pluto, discovered in 1930 by astronomers at Lowell Observatory in Flagstaff, Arizona, is so far away it can be seen only through telescopes.
9. There are nine planets and 31 natural satellites moving about our sun.
10. The galaxy is often loosely referred to as the Milky Way.
11. The diameter of planet Earth is more than three times as large as the moon.
12. Venus is completely shrouded by clouds.
13. The Sun.
14. The next total eclipse of the Moon will occur on March 13, 1960. (5-9-1960).
15. A light-year represents nearly six million miles.
16. Earth takes one year to circle the Sun. Pluto takes 248 years to make its trip around the Sun. —*Courtesy : NEA Journal.*

(*Continued from page* 75)

In fact, the flame would burn all the more brightly through the magic of sharing. This is his real job, provided he has light within. I am reminded of a beautiful phrase which occurs in the Gospel according to Thomas which was recently discovered after long centuries in an unknown Egyptian village. Jesus said : "Within a man of light there is light and he lights the whole world". We teachers are but poor vessels and our lights are feeble and flickering. We cannot obviously light the world but, even if we light a few candles within our respective spheres, can we not start a mighty chain reaction ? There is one significant difference, however, in the burning of the candle and the fire in which the teacher burns. This is brought out beautifully in a couplet by one of our great lyrical poets, Jigar Moradabadi, which I would like to share with you :

The Persian Phrase, "The candle burns in its own fire—let it burn. The triumph and glory of man is to burn in the fire of others."

In the life of the teacher, whether in the lonely village or at some famous cosmopolitan University, the accent is on service to *others*, on abolishing the rigid frontiers which divide his personal ego from them and to produce men and women who will not be encased in their hard and separate egos like billiard balls but be a part of the sensitive stream of life.

WHAT IS WRONG WITH THE EXAMINATION?

By Shri S. K. De, M.A. (Cal.), H.Dip.Ed. (Dublin)
Calcutta

EXAMINATIONS, specially external examinations, have recently become targets of attack. In England the Norwood Committee suggested that the school certificate examination should be entirely internal and it should be conducted by the teachers of the school and papers should also be set by them. In India both the Calcutta University Commission and the Mudaliar Commission have strongly criticised the present system of examination. The Secondary Education Project Team, appointed by the Government of India, opined that,—"The maintenance of the present structure and organisation of the external examinations imposes a top-heavy load on the total educational system. The time, money and energy now required to prepare, print, distribute, read and report the results of the examinations represent a significant drain on resources which might be better applied to more useful educational purposes". The causes of discontent against external examinations are many. Some of them are as follows:—

(i) It leads to overwork and cramming for children who become rote memorising automatons pouring out mugged up information in the examination hall. (ii) Children experience emotional stress during examination as a result of which even seemingly intelligent students are unable to stand the strain and may suffer nervous breakdown or fail to do themselves justice. (iii) It means the attainments of pupils on the basis of a single performance, namely, the Annual Examination or the Public Examination, leaving out of account their progress over a year or number of years. (iv) Wherever the border-line for success or failure be drawn, the group just above and just below the critical score covers so small a range of difference that a distinction between 'near failure' and 'near success' cannot be drawn in an examination. (v) It measures only the academic attainments of the pupil and ignores the other aspects of the pupils' development, *viz.,* his physical and mental health, his aptitude, persistence, emotional and social development, etc., *i.e.,* the whole personality of the pupil which is the concern of the school today. (vi) It leaves room for subjectivity in marking. The marks which are awarded are liable to be impressionistic, and unreliable. (vii) It has a scope for chance factors, lucky guesses or gambling attempts.

These charges against examination are not baseless. Many educationists are, therefore, pressing for the complete abolition of external examinations. Before we pass any opinion we must take into consideration the practices in other countries. In Denmark the candidates are examined only in some subjects and the examination questions deal with subject-matter and understandings provided for in the syllabus in use in school. Except in Danish, in other languages and in mathematics, the examinations are conducted orally. They are conducted jointly by censors appointed by the inspector and by the teachers of the candidates. The final examinations, both written and oral, carries 50% of the total number of marks. The remaining 50% are awarded on the work of the candidate in school. Of the maximum marks in the final examination, one-third is allotted for the written examination and two-thirds for the oral examination. The written examination is conducted by a commission.

In Scotland, where the substance of the external examination is set by the authorities outside the school, provision is made for review of all cases of failure and, where circumstances justify it, suitable adjustments are made in the interest of justice and equity.

In the United States where no general system of external examination exists, it is a general practice for employers to accept school certificates or diplomas as adequate evidence of educational attainment leading to employment. Similarly, admission to universities or higher institutions is generally possible without any required external examination other than tests for purposes of guidance. The examinations set by the College Entrance Examination Board, while required by some higher institutions, are not so much admission examinations as instruments for guidance and placement. In New York State, where a system of Regents Examinations is in use, no schools where they are used, it is a general practice to permit pupils to decide whether they wish to take them or not.

In England until 1944, external examinations were largely confined to Grammar Schools and Public Schools. In 1951, the British Ministry of Education reorganised school examinations based on matriculation, and instituted a new examination, known as the General Certificate of Education (G.C.E.), and at present, there are nine examining organisations charged with the administration of this examination. It is only the Secondary Modern Schools which have no external examinations. Now to fit these Secondary Modern Schools into society a necessity has been felt for examination without which the quality of their teaching cannot be assessed. The demand for examination has recently become so strong that some groups of Secondary Modern Schools have already started experimenting with joint local examinations in which six or seven neighbouring schools organise their own school-leaving examination, and issue their own certificates. This shows examinations, specially external examinations, have their proper place in any scheme of education. Under the present circumstances in India too, we do not believe that the abolition of external examinations is either feasible or desirable. Examinations at the conclusion of a course have value to pupils, teachers and to the community at large. They have a definite goal and provide stimulus to effort, as well as a mark of attainment, and are a vital part of the teaching-learning process. If properly conducted and set by a body external to the schools, they must command respect and recognition by all. But thereby we do not mean that internal examinations have no merit or attempts to change the present method of examination should not be made. Examinations are necessary evils, but they should not be allowed to be the master of the whole situation. They must be retained in some form or other; for their absence would remove "a test, target and a measure of attainment for pupil and teacher, for school and community without which in this imperfect world they would be more likely to fall than to rise".

What is the Remedy

Though it is not possible to eliminate examinations, there is every scope for improvement upon them. If external examination is totally abolished, the country will be flooded with certificates of uncertain and doubtful standard, and society will refuse to accept them. Examination results are not only the sole criterion of pupils' attainment to parents and teachers but also to higher institutions, universities, employers and the public in general. Besides, this advanced age of science and technology demands more and more detailed assessments of achievements by recognised examining authorities, be they some Board or University. But internal examinations have their own use too; they may also be profitably used to rectify some of the defects of the external examination, even though there is every possibility of a wide variation in standard not only from school to school but also from teacher to teacher. But this apprehension may be reduced to minimum if the marks of the external and internal examinations in each subject are mentioned, side by side, in two columns on the reverse side of the certificates and their totals shown separately. If the two sets of marks go to the public, and if the gulf of difference between them be very wide, schools will tend to be more responsible in awarding marks; for they would not like to be exposed or ridiculed by the public. Another means may be adopted to check the differences between external and internal marks, and that is to scale up or down the internal marks, if the range of marks be more than 10% above or below their mean marks at the external examination in the same subject. It will keep the inter-school variations within the reasonable range. If internal assessment is made on class work of the whole year that will make the teacher more responsible and students more hard-working and it will refute the charge that students' attainments are measured on the basis of a single performance (Annual Examination or the Final External Examination). 25% of marks in each subject may be allotted for internal examination which should be added to the Final External Examination, and in subjects requiring practical examination, the proportion of internal and external assessments may be fifty-fifty. As regards the argument that examinations should be abolished as all essay type of questions leave room for subjectivity and the marks which are awarded are liable to be impressionistic and unreliable this much may be said that this subjectivity may be reduced to a considerable extent, if the scoring rules and instructions of the head-examiners are strictly followed. Recent researches in this connection have found reliability coefficients for scores assigned to

essay type of examinations. Mr. Oliver, Professor of Education in the University of Manchester, conducted an experiment in this respect and he found reliability coefficient ranging from ·91 to ·94.

As regards other objections against examination that students experience strong emotional stress during the examination, that only academic attainments of students and not their whole personality is measured, that no consideration is made for the borderline cases we may suggest the following reforms :

Weekly or fortnightly tests of not more than two school periods may be held without disturbing the normal class work. The Half Yearly Examination may be abolished, and that will release at least 100 working periods which may be profitably used in holding these tests. If the average marks of the weekly tests are added to the annual examination and to the Final External Examination, that will ensure a regular study-habit in students. They will no longer dare to loaf about the whole year and work only at the last hour. 25% of the annual examination should be allotted for these weekly or fortnightly tests. Another 25% marks should be reserved for extra-curricular activities such as physical education, games, sports, library work, hobbies, etc., and only 50% of the total marks should be allotted for the annual examination. Scoring should not be on percentile basis. A simpler and better system is the use of five-point scale to which 'A' stands for excellent, 'B' for good, 'C' for fair and average, 'D' for poor and 'E' for very poor with each point divided into two, *plus* and *minus*. This will obviate the artifical distinction between 'near failure' and 'near success'. The line of demarcation between 'Pass' and 'Fail' should be drawn at a point such that it does not pass through an area of thick population in the probability curve.

Short type questions and standardised objective tests may also be cautiously introduced into our system of examination. Simplified form of Cumulative Record Card should be used to show pupils' attitude and aptitude, scholastic attainments, persistence, physical growth, health habits, punctuality, regular attendance and interest in co-curricular activities. These measures will nullify the glaring defects of examination to a great extent.

Ideally, we believe that the standard of teaching should be such that no external examinations, except for specific purposes would be required ; but circumstanced as we are, we do not believe that the abolition of all examinations, specially external examinations, is either feasible or desirable.

(*Continued from page* 84)

In the beginning programmes like dramas, exhibitions, fairs, poet's gatherings, religious songs, etc., should be organised to attract them and then gradually they should be turned towards more serious topics of learning. Thus after some time they will start taking interest in the social, political and economic problems of the country and abroad. To retain their knowledge of reading and writing, it is essential that they should remain in touch with simple good books and newspapers and writing practice. Thus libraries are most essential after adult education. It is a matter of great pleasure that our governments are doing their best in these directions and we are assured of a bright future.

Today in India out of the total population of 36 millions only 7 millions of the people are literate. In the two 5-Year Plans of the country, government has aimed at the great target of making males and females literate. This will continue till every citizen in India becomes literate. In fact adult education is the first step of the ladder of broader Social Education. After becoming literate from adult education only, people will be able to take advantage of the library, the radio, the cinema, speeches and other scientific instruments. All this will not only help the individuals to develop themselves physically, mentally and morally but the standard of the society itself will rise, bringing about unity, culture, peace and happiness.

EDUCATE PEOPLE AND MAKE DEMOCRACY SUCCESSFUL

By Shri Shamsuddin, M.A., B.T., M.Ed.
Raipur (*M.P.*)

MOST of the people in India are not only uneducated, but illiterate also, *i.e.*, they cannot even read or write. The figures collected in the year 1955 show that out of every 1,000 persons only 166 are literate. Among females the condition is even worse than this. By the term 'educated' we mean cultured, developed and enlightened. This stage is far away from the average Indian. Now the question arises as to how we can make the democracy successful, how we can materialize our ambitious schemes of social reform and economic development and how we can raise our standard of culture and education under such conditions? The only solution of all these seems to be spread of literacy and education among the people.

Today the different schemes of education such as Basic Education, etc., are for trying to spread national education and to sow the seeds of leadership, citizenship and higher standard of social life among the people. Thus, after the attainment of freedom, this adult education has taken the broader form of Social Education. Under this an individual is not only taught the letters, but turned into a cultured and useful citizen of the nation. In 1948 the Central Advisory Board formed an Adult Education Committee which has prepared the huge scheme of Social Education. Its aims are chiefly spread of literacy, knowledge of the importance of cleanliness, improvement of economic status, knowledge of rights and duties, improvement of citizenship and spread of knowledge along with recreation and entertainment.

Thus we see that adult education has its own place of importance in the changed situation of India. The key to the success of the Republican Government, established in India today, lies in the hands of adult education. So long as every citizen of India does not become literate to understand the meaning of society, State or Government, he cannot realize the importance of his rights, duties and responsibilities towards the nation. Today we have elections, but in villages they are merely a farce and under the present conditions, they cannot be honest and impartial. People do not realize the importance of 'Vote' and their political powers. The very success of democracy in India depends on the real education of its citizens, the seeds of which are found in Adult and Social Education.

Similarly, our national government is preparing large schemes for the social, industrial, and economic uplift but the real success of them all depends on the active co-operation and enthusiasm of the people. This will also be realized only when every citizen of the country becomes educated. Their acute poverty and ill-health do not allow them to do any hard work. They are so badly entangled in the trap of superstition, extravagance, and conservatism that they are unable to recognize their own powers and possibilities. The only way to make them advanced in this direction is to make them educated.

Now the question arises as to what should be the method of adult education? In this connection it is quite obvious that there is a vast difference between the education of the children and the adults. Children have fresh impressionable minds and can be attracted soon. Thus they can be easily moulded in the form we like. On the other hand adults have maturity of mind and powers of argument. They cannot be forced to accept every thing unquestioningly. The atmosphere and the situations of their environment go on acting and reacting on their minds. Therefore, they can be influenced only after studying their psychology minutely and establishing cordial relations with them. They have the feeling of ego and self-respect too much and one has to pay attention to it before coming in contact with them. Besides adults are busy earning their livelihood during the daytime. Hence they have to be educated at the time of their leisure at nights. But as they become fatigued after a full day's hard labour, they have to be first offered some recreation with interesting programmes and then only any useful knowledge can be imparted to them. The matter taught to them must be of daily use and importance and of their choice, otherwise they will never be inclined to accept it. For example, in villages adults should be given knowledge of agriculture and other cottage industries of their local importance.

(*Continued on page* 83)

THE NEGLECTED PARENT

By Srimathi R. Janakamma, M.A., B.T.
Headmistress, Government Girls High School, Holenarasipur

EDUCATIONISTS all over the world have a tendency to ignore the parents as a factor in the sphere of education, just for the simple reason that they are like the invisible roots when the plants appear above the ground. The parent is as much in need of affection as the child. Naturally lack of filial affection is an impediment to the parental interest in the development of the child. Of course the parents will never shirk their duty in looking after the welfare of the children; but when they feel, unfortunately quite often, that children do not care for them, they fall victims to frustration and disillusionment.

Joy of parenthood depends to a large extent on love and sympathy of the child. If the child clings to the apron strings of the mother, it will never develop virtues like self-reliance and initiative; love of such a child for the mother is a symbol of utter dependence. If the parent has a special liking for a particular child, the other children feel neglected and the parent is consequently neglected.

At times there may not be wilful neglect on the part of the children but long periods of absence of father or mother make the child indifferent to the parents; the child lives and has his being in a world of his own and is liable to forget the need of parental love for his well-being. The parent who spends his time outside the house and returns home late in the night has scarcely any chance of contact with his family. The child tends to neglect the parent with whom he rarely comes in contact.

When the mother dies and father marries again, children of the first wife who are too young to realise the need of a second marriage begin to hate the father. They have a wrong notion that the father is selfish and cruel and so they cannot evince friendly feeling for him. Unfortunately, the father feels neglected and the step-mother also can have no real interest in the upbringing of the child as her presence is resented at every step. If the mother is uneducated, the child thinks she cannot share his joys and sorrows and he develops a sort of aloofness and neglects her.

The parents have to face the problems of life; they are heroes in humble life. The smiling faces of children inspire them with hopes of better days. But the neglected parent, deprived of affection, will not trust anyone. He suspects every one and thinks that the whole world is unsympathetic to him. He never tries to put forth his best efforts as there is none to appreciate him. The neglected parent may even turn to neurotic. Mr. Adler in his *A Neglected Child and His Family* says that every neurotic has an inferiority complex. The neurotic carries his feelings of inferiority constantly with him. The neglected parent is often the cause of a problem child who looks upon everyone with distrust and dislike and who takes little interest in studies and other activities.

Lack of love and sympathy gives rise to evil habits like drinking and gambling. The child will lose its esteem for such a parent, unless the mother checks such an attitude well in time. When coins are few and children are many, they are ill-fed and ill-clad. Children neglect the parent who is unable to earn enough money for a decent living. Family planning aims at limiting the family to two or three children; children cannot afford to neglect the parent who takes care to limit the family to limit the expenses. When the economic condition of an average Indian family forces both the parents to earn, children look upon the parents as friends and co-operate with them in the minutest details of the family life. Children will realise that much toil is needed to provide for them food, clothing, shelter and education. The problem of neglected parent does not arise at all. A sense of gratitude links the parent and the child; they stand on firm ground; the parent will not feel isolated or neglected; the child brought up in such a happy and peaceful atmosphere of home will react to the healthy influence of school and society and grow up to be a good citizen.

A MEMORANDUM OF PRIMARY SCHOOL TEACHERS

Memorandum presented to Sri. B. D. Jatti, Chief Minister of Mysore, by the Executive Committee of the All-India Primary Teachers' Federation, Mysore State Branch, on Monday, the 11th July 1960.

RESPECTED SIR,

We beg to present this Memorandum for your kind and sympathetic consideration.

The Mysore State Branch of the All-India Primary Teachers' Federation represents the Teachers' Associations of Primary School Teachers distributed throughout the State of Mysore including the integrated areas. This Association has been functioning for the last six years and has been rendering good work in the matter of developing an *esprit de corps* among its members, creating a professional outlook and improving the professional standards, representing their grievances and difficulties to the appropriate authorities, and trying to advance their social standing service conditions and economic status. As the Executive Committee has felt that a representation to the Head of the State would highlight the stress and strain under which the teachers are functioning today and would help redressal of the above to a large extent, this Memorandum is submitted :—

1. PROFESSIONAL EQUIPMENT

Teachers are aware of the pivotal position they hold in the advancement of the Nation. It is in their earnestness and zeal that the coming generation of boys and girls may be moulded to suit the requirements of their Nation. It is the desire of this Body of Teachers to urge full facilities being provided for their professional equipment and for maintenance of schools in a proper condition. The following suggestions are offered :—

1. That employment be restricted to only trained teachers of the S.S.L.C. Standard in Primary Schools. A Teacher Training Institute be started in each of the districts of the State to take an additional number of 100 for training. Suitable scholarships be provided to private candidates so that good and intelligent young men and women be drawn to the profession.

2. In regard to the existing teachers whose qualification are below S.S.L.C. and who still remain untrained, they may be immediately deputed to Teacher Training Institutes for training so that within a period of five years, there shall not be a single untrained teacher in the State. Untrained teachers above 45 years and with 10 years of experience in teaching practice may be considered as trained and given all the benefits due to trained teachers.

3. The Schools should be provided with reasonably comfortable buildings with sufficient space for garden work and agricultural craft study. There shall be a minimum equipment of teaching aids like toys, maps and charts, black-boards and drawing material, models and instruments. Every school shall also have a minimum of seating and storing equipment. The co-operation of the local people should be sought for this purpose as far as possible.

II. BUILDING FOR TEACHERS

It should be the primary duty of the Government to provide dwelling quarters to all teachers. This is applicable not only in rural areas but also in urban areas. Although our demand is that teachers shall be provided with free quarters, we feel that, for a temporary period, when there is an acute shortage of accommodation, the teachers are prepared to pay 10% of the salary as House Rent. This problem has to be solved as an expeditious measure. We suggest the following :—

1. The Government shall undertake the building programme for teachers' dwelling on a top priority basis both in the Rural and Urban areas.

2. The Government shall pay House Rent allowances to teachers adequate to procure houses in the areas where the teachers are expected to live.

3. The Government shall also make adequate provision of funds to be allocated to Primary School Teachers purchasing or constructing houses.

III. TEACHERS' SALARIES AND ALLOWANCES

The most important aspect of a teacher's status is the salary he has to get. At the Convention Meeting of the Branch held last April, it was resolved that :—

1. The Government be requested to fix the minimum pay of Primary School Teachers

in Government, Aided or Local Body Schools at Rs. 75 per mensem. This is in accordance with the minimum salaries fixed by the Central Pay Commission for any Government servant.

2. The discrimination made between the salary scales of a Trained Primary School Teacher and untrained Primary School Teacher shall be withdrawn and there shall be a single grade for the trained and untrained teachers, the trained teachers being allowed 3 advance increments either at the time of entry into service or on passing the Training Examination.

3. A percentage of places preferably 5% be allocated into a senior selection grade. 75-5-90-6-150 for undergraduate experienced Primary School Teachers and they be drawn to work as Deputy Inspectors of Schools.

4. Every school shall have attached to it a Headmasters' Allowance, it being decided according to the strength of the school between the limits of Rs. 10 and Rs. 30 per month.

5. The transfers of teachers be restricted usually to the taluk where they are working to enable them to get fully equipped with the needs of the taluk and to get acquainted with the local people from whom a lot of assistance and help will have to be got for the schools in the shape of hostel facilities, for midday meals, distribution of books and slates, etc.

6. In the case of S.S.L.C. teachers, the salaries shall be made equivalent to those of S.S.L.C. clerks at least in view of the fact that S.S.L.C. teachers are more qualified than clerks having passed an additional examination in training.

IV. Pension-*cum*-Gratuity-*cum*-Provident Fund Scheme

The interests of the dependants of teachers should be got protected by the Triple Benefit Scheme recommended by the Secondary Education Commission. The Madras State has accepted the scheme and Mysore has to follow suit. We recommend that (1) all teachers in Government Aided or Local Body schools be admitted into the Triple Benefit Scheme as early as possible.

2. Government be requested to permit teachers to draw from their A.S.P.F. Accounts to the extent of 75% of the amounts at their credit.

3. All pension and gratuity cases be decided within a statutory limit of three months from the date of retirement of a teacher.

V. Concessions to Children of Teachers for Education

While the teachers are grateful for the concession extended to the children of all persons with less than Rs. 1,200 annual income in the shape of free education in Secondary Schools, it is urged that this concession be extended on behalf of teachers' children in all the schools and colleges, technical or academic, during the pupils' educational career and the salary limit be relaxed in their cases.

VI. Women Teachers

Greater encouragement is considered necessary to train women to become teachers. Government may therefore attract more women to become teachers by offering them attractive scholarships even while they are studying in High Schools and deputing them to Teacher Training Institutions. This is particularly necessary if women teachers should work in rural areas.

VII. Problems of South Kanara Teachers

The State Branch wishes to stress that consequent to the abolition of District Boards, the future of Primary Education is not made clear. (1) It is urged in any new arrangement the teachers' status, salaries, and privileges hall be protected and opportunities afforded to carry on their work in a spirit of zeal and enthusiasm. (2) Government control appears to be the only solution in the initial stages of implementing free and compulsory primary education.

VIII. Problems of Hyderabad Karnataka Teachers

The system in the aided schools of this area requires immediate revision (1) The voluntary schools may immediately be got converted to Government schools and the qualified teachers working therein be absorbed to Government service ; (2) the Middle School trained teachers in grade Rs. 54 to Rs. 98·50 nP. should be treated as equal to those who have passed the Matric examination and be allocated in equivalent grades.

IX. The Problem of Bombay-Karnatak Teachers

The position of teachers working in the District School Boards and Municipal School Boards of the area is not quite satisfactory ;

(1) The Government is requested to give to these teachers the scales of salaries and dearness allowance as in the case of Government schools. (2) The age of retirement of Trained Primary School Teachers be made uniformly 58 years as in old Mysore area.

X. Problems of Coorg District Teachers

The teachers of Coorg are under a peculiar difficulty in regard to recruitment and training. The feeder schools which are on a grant-in-aid basis are to be converted into full fledged schools. The Association urges that

1. A scheme of deputation of trainees to Teacher Training Institutions of the Secondary and non-Secondary grades be enlarged and the teachers be deputed to Institutions in Mysore and South Kanara.

2. All the feeder schools be converted to Government schools and the existing qualified staff be only absorbed into Government service.

The above are in short some of the outstanding problems we place before the Government for taking an early decision. With the improvement of the teacher, and with a sympathetic treatment assured to him in the economic and social spheres, he will be able to render the maximum service to the country in building it to a high stature of dignity and importance.

We beg to remain,
Your most faithful servants,
Members of the Executive Committee,
All-India Primary Teachers Federation,
Mysore State Branch.

Bangalore, *July* 11, 1960.

EDUCATION—PRIMARY *vs.* SECONDARY

By Shri. Raghuvir Sahai Nigam
Ex-Principal, Rajnandgoan, Madhya Pradesh

The Government is hard put to find the resources whereby to finance the education of children in the 6-11 group. The allocation to secondary education is being cut down to one-thirds.

Is it wise ? The national efficiency depends upon the secondary education which will form the 'leadership' in the country-side according to the Mudaliar Commission. India consists of villages, and the population of the country-side will determine the national level of efficiency.

The Constitution had laid down compulsory education of children up to the age of 14. When it is proposed to introduce universal education up to the age of 11, what is being done is that the whole organic body which has life is being dismembered and one limb is being fed and kept alive. Will this conduce to the Life ? It is a known fact that this 5 years' schooling (it has always been five even where the Primary Education extended to Class IV as it included two-six months' courses of Infant class) has failed in producing even literacy and 80% of it goes waste. Has teaching become more effective ? The curricula lay less emphasis on literacy, and there is more of hand-work, slogans, etc.

It may pander to the political ambitions of the parties in the race, but it will not leave much impress. Efforts will be made to have follow-up arrangements, but the human mind is static and cannot be energised beyond a limit especially when the exhortations of the politicians want it to think as much as they like and nothing more.

It is feared that even after stretching the government's resources to the breaking point, some fraction of the huge population, not uniformly distributed, may be left untouched by this plan of compulsory universal educations to 6-11 group. Why not have real education which will leave permanent literacy, with possibilities of self-acquirement of knowledge, by having education up to Class VIII, *i.e.*, 14 years of age. Dissipation of resources to watery nothingness will not produce any result, notwithstanding all the professions of the demagogues.

The Primary Education has to be given in the Mother-tongue. There are dialects, besides the patois of many tribes. The advasis have their own languages. Will the steam-roller process develop intelligence or thwart it ?

It is unfortunate that political awakening, (it is not really political awakening, it is the aggressive volubility of the professional politicians who find the profession most paying) is said to have preceded other developments. The top-leaders have lost control over the extravaganza.

Let us pause and think. In agriculture they have *Package Plans* for intensive farming at one spot in each State.

EDUCATIONAL NOTES

Conference of Vice-Chancellors

1. Student Indiscipline

ONE of the major recommendations of the Conference on student indiscipline, as it affected the University administration, was that a convention of political parties be called to agree on a concord that they will desist from interference in the affairs of the Universities, directly or indirectly, in the interest of the future generations.

It further suggested that it would be worthwhile for Universities/College authorities to examine whether it would not be desirable to prohibit the entry of outsiders into the campus without the permission of the head of the Institution.

In regard to the role of parents *versus* students, the Conference stressed the need for constant contact and association between the teachers on the one hand and the parents and guardians on the other. If personal contact was impracticable, periodcal reports regarding the work and progress of the student should be sent to the parents the main objective being greater *rapport* between University/College authorities and the parents.

2. Religious and Moral Instruction

The question of instruction in spiritual and moral values was also discussed by the Conference in the context of student indiscipline. It felt that instruction in spiritual and moral values should be introduced at all stages of education. The practicability of such education should be carefully examined before embarking on the project. The Conference recommended that a beginning may be made in the manner prescribed below:

(i) That in the first year of the degree course, lives of the great religious and spiritual leaders like Gautama the Buddha, Confucius, Zoroaster, Socrates, Jesus, Samkara, Ramanuja, Madhva, Mohammad, Kabir, Nanak and Gandhi be taught.

(*ii*) That in the second year, some selections of a universalist character from the scriptures of the world be studied.

(*iii*) That in the third year, the central problems of philosophy of religion be considered. Standard works for such studies should be prepared carefully by specialists who have deep knowledge of the religious systems about which they write.

In this connection, the Conference welcomed the scheme launched by the University Grants Commission to establish Gandhi Bhavans in the Universities.

3. Examination Reform

The report of the Committee on Examination Reform was presented by Shri S. R. Dongerkery, Vice-Chancellor of Marathwada University. The Conference considered the Reports of the Indian and American Teams on Examination and the report of the Committee appointed by the Universtiy Grants Commission on the Reform of Examination System in Indian Universities. The recommendations of the U.G.C. Committee were discussed in detail. As a result of the discussions, the Conference came to the following broad conclusions:

1. The Conference thought that it was necessary to recognise examinations as an important element in the teaching process, contributing to the whole purpose of education and, in this context, it was necessary to define the educational objectives of teaching different subjects in addition to the general objectives of a liberal education. These objectives should determine the teaching as well as the examinations in various subjects.

2. That there is need for a continual investigation of the operation of the existing system of examinations in Indian Universities, particularly with regard to the following:

(*a*) Reliability and validity of the present examinations;

(*b*) Techniques of evaluating, scaling and combining of marks;

(*c*) Methods of selection of students for university courses and development of aptitude tests;

(*d*) Questions set in different subjects in examinations;

(*e*) Development of material for objective testing in various subject fields; and

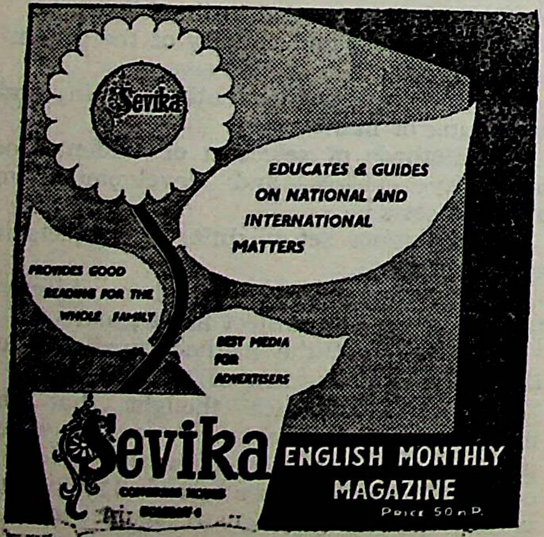
(*f*) Survey of the methods available for the internal assessment of students.

3. The Conference thought that the maintenance of cumulative records which involves a large number of teachers, and the communication of these records to the University will largely guard against abuses. In addition to this, it may be necessary for

the University to examine the causes of wide discrepancies between the marks given by the Colleges for term work and the marks obtained by the students in the University examinations. The maintenance of cumulative records should be undertaken in the first instance by central and unitary Universities but any request from teaching and affiliating Universities for financial assistance for trying out this experiment should be treated on the same basis as for the central and unitary Universities.

(4) Each University should set up a special unit to study examination reform in the context of that University. The unit should include at least one expert with a knowledge of modern evaluation techniques and statistical methods. The unit would study the design of examinations, the tabulation and scaling of marks, and other features of the examination procedure, and make recommendations to the University authorities. Senior teachers and those with special competence, should be associated with the unit.

5. The University Grants Commission should take steps to plan and initiate reforms and to co-ordinate the work done in this field in the various Universities. It would also be necessary to provide facilities for rapid statistical work and the production of text material. The information and conclusions of such work should be made available to Universities and a journal may be brought out for that purpose.



4. National Service Scheme and Girl Students

Shrimathi Durgabai Deshmukh, Chairman of the Central Social Welfare Board, also attended the Conference as a special invitee.

She mainly participated in the discussions on National Service Scheme with particular reference to the participation of girls in the Scheme. She strongly pleaded against any exemptions or concessions being given to girls on grounds of sex, etc. She said no 'kindness' should be shown to girls as advocated by some speakers. In her view 'this kindness' shown to them in the past had greatly harmed their cause and progress. In spite of enormous expansion in educational facilities in the country, she added, even today hardly 8% of the girls and women were educated. However, the application of National Service Scheme to girls should be considered in consultation with the women's organisations in the country and the All-India Council for Women's and Girl's Education. There were special factors in the case of girls which should be taken proper care of before launching on the Scheme, she added.

—Courtesy: Press Information Bureau, Government of India, New Delhi.

THE LIFCO
GREAT LITTLE BOOKS

Price: 19 nP. each

1. A Short Book of Idioms & Phrases
2. Appropriate Prepositions
3. Easy Steps to Parsing
4. Easy Steps to Analysis
5. Figures of Speech
6. Summarising Poems
7. A Short Book of Essays
8. A Handy Letter-Writer
9. A Little Book of Allusions
10. Select Proverbs and Quotations
11. A Short Book of Useful Information
12. Do You Know?
13. Short Lives of the Great
14. Inspiring Speeches
15. A Guide to Debating
16. Tips to Success.

1 Set of the above 16 Books:
Price Rs. 3·00 By Post Rs. 4·00

The Little Flower Co. (LIFCO), Madras-17
M. Damodaram & Co., Appah Bldgs., Madras-1
Higginbothams (Private) Ltd., 17-A, Mahatma Gandhi Road, Bangalore-1, Madras-2 and Ry. Stalls; and at all other Booksellers

NEWS FROM STATES

Bombay

The following revised pay scales have been recently sanctioned :—

Categories of Teachers	*Revised Scales of Pay* Rs.
1. Trained Graduates (B.A., B.Sc. and B.T.)	120-5-170-E.B.-8-250-E.B.-10-300.
2. Trained Graduates (B.A., B.Sc., with S.T.C. or T.D.)	110-4-170-E.B.-6-200.
3. Untrained Graduates	100 per month as fixed pay.
4. Trained Matriculates or Intermediates (holders of Intermediate, S.S.C. or equivalent qualification with S.T.C. or T.D.)	70-3-100-E.B.-4-140-5-150.
5. Untrained Matriculates or Intermediates	65 per month as fixed pay.
6. M.A., M.Sc. (II Class) B.T.	150-7-240-E.B.-10-350.
7. Kandivali trained (B.A., B.Sc., and D.P.Ed.)	110-4-170-E.B.-6-200.
8. Drawing Teachers and Drawing Masters	70-3-100-E.B.-4-140-5-150.
9. Art Masters	110-4-170-E.B.-6-200.

10. Headmasters/Mistresses :	*Scales of Pay* Rs.		*Alternative Allowance* Rs.
I School with an enrolment up to 300	200-10-300	or	50
II School with an enrolment between 301 and 500	250-15-400	or	100
III School with an enrolment between 501 and 1,000	300-20-500	or	150
IV School with an enrolment of over 1,000	350-25-600	or	200

The alternative allowance would be given in addition to the pay in the scale of Assistant Masters only.

11. Additional pay for higher qualification :

	Rs.
(*a*) B.A. or B.Sc.	II Class 5 per month
(*b*) B.A. or B.Sc.	I „ 15 „
(*c*) B.T. or B.Ed.	II „ 5 „
(*d*) B.T. or B.Ed.	I „ 10 „
(*e*) M.Ed.	Pass 5 „
(*f*) M.Ed.	II Class 10 per month
(*g*) M.Ed.	I „ 15 „
(*h*) M.A.	Pass 5 „
(*i*) M.A.	II Class 10 „
(*j*) M.A.	I „ 15 „

OUR ASSOCIATIONS

Annual Day—S.V.N. High Schools, Poona

THE Annual Day of the Saraswati Vidyalaya Union High and Primary Schools, Poona, was festively celebrated with a two-day programme on Saturday and Sunday. The capacity filling crowd were treated to a rich programme of Group and Folk Dances, Dramas, Interludes and Songs rendered by the talented students of the school in Tamil, Hindi, Marathi, Sanskrit and English.

The gala function was presided over by Shri B. V. Raman, Chief Engineer of Hindustan Antibiotics, Pimpri, and graced by the Educational Inspector, Mr. K. C. Mohile, on the second day. Mr. Raman stressed to the teachers, parents and students the need for combining text-book learning with technological or practical knowledge and experience. It was only when the students were disciplined in every approach of theirs and combined the teachers' efforts with their own enthusiasm, that the students would attain the cherished goals, Mr. Raman exhorted.

The highlight of the celebration was the display of the students' and teachers' practical exhibits and in Social Science, Needle work, Crafts, Drawing and Arts, Science and Mathematics. The Social Science Exhibition displayed practical charts and models of India's social, economic and industrial progress.

The Educational Inspector, Mr. K. C. Mohile congratulated the authorities, as also students of the school, for their all-round progress. He appreciated in particular the students' talents displayed in the several exhibitions. Not only education but also the quality of education was the concern of the Government, he said. The Government's accent on Primary Education devolved on the former responsibility in the field of Secondary Education also, as the later stage of Primary Education, he said. The increased numbers of students sanctioned by the Government per class-room also perforce added to the responsibility. The percentage of the grants made by the Government to aided schools was necessarily limited because of the varied demands on its resources. Mr. Mohile, therefore, exhorted the public, especially the guardians of the students, to offer their maximum support to private managements for their efficient running and expansion.

ಹೈದರಾಬಾದ್-ಕರ್ನಾಟಕ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕರ ಸಮ್ಮೇಳನ.—ಹೈದರಾಬಾದ್-ಕರ್ನಾಟಕ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕರ ಸಮ್ಮೇಳನವನ್ನು ದಿನಾಂಕ ೨೭–೨೮ ನೇ ಫೆಬ್ರವರಿ ೧೯೬೦ ರಂದು ಗುಲ್ಬರ್ಗ ನಗರದಲ್ಲಿ ನೆರವೇರಿಸಲಾಯಿತು.

ಪ್ರಥಮ ದಿನ ಶ್ರೀ ಮಹ್ಮದಾಲಿ, ಎಂ.ಎಲ್.ಎ. ಅವರು ಮುಖ್ಯ ಅತಿಥಿಗಳಾಗಿ ಆಗಮಿಸಿದ್ದರು. ಶ್ರೀ ವಿ. ಶೇಷಯ್ಯನವರು ಸಮ್ಮೇಳನವನ್ನು ಉದ್ಘಾಟಿಸಿದರು. ಶಿಕ್ಷಕರ ಹಕ್ಕುಬಾಧ್ಯತೆಗಳನ್ನು ವರ್ಣಿಸುತ್ತ ತಾವೆಲ್ಲರೂ ಒಂದೆಡೆ ಸೇರಿದುದು ಬಹು ಸಂತೋಷದ ಸಂಗತಿ ಎಂದು ಶ್ರೀ ಮಹ್ಮದಾಲಿಯವರು ನುಡಿದರು. ಶ್ರೀ ವಿ. ಶೇಷಯ್ಯನವರು ತಮ್ಮ ಅಧ್ಯಕ್ಷ ಭಾಷಣವನ್ನು ಮಾಡುತ್ತ ಕಡಿಮೆ ಸಂಬಳದ ಕಾರಣ ಶಿಕ್ಷಕವರ್ಗವು ಇನ್ನುಳಿದ ನೌಕರವರ್ಗಕ್ಕಿಂತ ಎಷ್ಟು ಹೀನಾವಸ್ಥೆಯಲ್ಲಿ ಉಳಿದಿದ್ದಾರೆ ಎಂಬುವುದನ್ನು ಮರ್ಮಸ್ಪರ್ಶಿಯಾಗಿ ಮನವರಿಕೆಗೊಳಿಸಿದರು. ಸಂಜೆ ಐದು ಘಂಟೆಗೆ ಶ್ರೀ ಎನ್. ಆರ್. ಪಟವಾರಿಯವರಿಂದ ಮೂಲಶಿಕ್ಷಣ ಎಂಬ ವಿಷಯದಮೇಲೆ ಭಾಷಣದ ಏರ್ಪಾಡು ಮಾಡಲಾಗಿತ್ತು. ಶ್ರೀ ಪಟವಾರಿಯವರು ಮೂಲಶಿಕ್ಷಣದ ವಿಷಯವನ್ನು ಸರಳವಾದ ಶೈಲಿಯಲ್ಲಿ ಎಲ್ಲರಿಗೂ ಮನದಟ್ಟಾಗುವಂತೆ ತಿಳಿಸಿದರು. ಸಂಜೆ ಎಂಟೂವರೆ ಘಂಟೆಗೆ ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳ ಏರ್ಪಾಡು ಮಾಡಲಾಗಿತ್ತು. ಅದರಲ್ಲಿ ಶ್ರೀಗಳಾದ ವೆಂಕಯ್ಯ ಪಟೀಲ, ಸೋಮಲಿಂಗಪ್ಪ ರಗಟಿ, ವಿ. ಪೂಜಾರಿ (ಸಂಗೀತಗಾರ) ಮುಂತಾದವರೇ ಅಲ್ಲದೆ ಇತರ ಶಿಕ್ಷಕರೂ ಭಾಗವಹಿಸಿದ್ದರು. ಸ್ವಾಗತಸಮಿತಿಯ ಅಧ್ಯಕ್ಷ ಶ್ರೀ ಪಿ. ಬಸಣ್ಣನವರು ಆರಂಭದಲ್ಲಿ ಎಲ್ಲರನ್ನೂ ಸ್ವಾಗತಿಸಿದರು.

ದಿನಾಂಕ ೨೮–೨–೧೯೬೦ ರಂದು ಶ್ರೀ ಕೆ. ಶೇಷಪ್ಪ, ರೀಜನಲ್ ಸೆಕ್ರೆಟರಿ, ಆಲ್-ಇಂಡಿಯಾ ಪ್ರೈಮರಿ ಟೀಚರ್ಸ್ ಫೆಡರೇಷನ್, ಕರ್ನಾಟಕ ವಿಭಾಗದವರು ಅಧ್ಯಕ್ಷತೆ ವಹಿಸಿದ್ದರು. ಶ್ರೀ ಕೇಶವರಾವ್ ನಿಟ್ಟೂರ್‌ಕರ್, ಡೆಪ್ಯುಟಿ ಛೇರ್‌ಮನ್, ಲೆಜಿಸ್ಲೇಟಿವ್ ಕೌನ್ಸಿಲ್ ಅವರು ತಮ್ಮ ಭಾಷಣವನ್ನು ಪ್ರಾರಂಭಿಸುತ್ತ "ಶಿಕ್ಷಕರ ಸಂಘವು ಶರೀರದಿಂದ ಬಲಶಾಲಿಯಾದ ಜಟ್ಟಿಗಳಿಂದ ಕೂಡಿರದೆ ನೈತಿಕ ಮತ್ತು ಆತ್ಮಬಲವುಳ್ಳ ಶಿಕ್ಷಕರಿಂದ ಕೂಡಿರಬೇಕು. ನೈತಿಕ ಪತನಹೊಂದಿದ ಶಿಕ್ಷಕನು ತಾನೊಬ್ಬನೇ ಕೆಡುವುದಷ್ಟೇ ಅಲ್ಲ, ಆದರೆ ತನ್ನ ರಾಷ್ಟ್ರದ ಭವಿಷ್ಯತ್ತಾದ

ಬಾಲಕರನ್ನು ತನ್ನೊಡನೆ ಅಧಃಪತನಕ್ಕೆ ಒಯ್ಯುವನು. ಶಿಕ್ಷಕವೃತ್ತಿಯಿಂದ ಸಂತುಷ್ಟನಲ್ಲದ ಶಿಕ್ಷಕನು ಇಂದೇ ತನ್ನ ವೃತ್ತಿಯನ್ನು ತ್ಯಜಿಸತಕ್ಕದ್ದು. ಇದರಲ್ಲಿ ಆತ್ಮೋನ್ನತಿಯೂ, ರಾಷ್ಟ್ರದ ಏಳಿಗೆಯೂ ಅಡಗಿದೆ" ಎಂದು ಹೇಳಿದರು.

ಶ್ರೀ ಕೆ. ಶೇಷಪ್ಪನವರು ತಮ್ಮ ಭಾಷಣದಲ್ಲಿ "ಶಿಕ್ಷಕರೆಂದರೆ ಎಲ್ಲರೂ ಒಂದೇ. ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕ, ಹೈಸ್ಕೂಲ್ ಶಿಕ್ಷಕ ಎಂದು ನಮ್ಮ ನಮ್ಮಲ್ಲಿಯೇ ಭಿನ್ನಾಭಿಪ್ರಾಯ ಬೇಡ. ನಮ್ಮ ಅಧಿಕಾರಿಗಳನ್ನು ಕೇಳುವಾಗ ನಾವೆಲ್ಲರೂ ಒಕ್ಕೊರಲಾಗಿ ಕೇಳುವ ಮತ್ತು ಆದರಂತೆ ಎಲ್ಲರೂ ಅನುಸರಿಸಿ ನಡೆಯುವ. ಸರ್ಕಾರಕ್ಕೆ ಪ್ರಾಮಾಣಿಕರಾಗಿ ನಡೆಯುವ. ಇನ್‌ಸ್ಪೆಕ್ಟರರ ಒತ್ತಾಯಕ್ಕೆ ಪಾಠದ ಟಿಪ್ಪಣಿ ಸಿದ್ಧಗೊಳಿಸಿ ಓದಿಸುತ್ತೇವೆ ಎಂದು ಹೇಳಿ ಬಾಲಕರನ್ನು ವಂಚಿಸುವುದು ಬೇಡ. ಶಿಕ್ಷಕರೇ ತಪ್ಪುದಾರಿ ಹಿಡಿದ ಮೇಲೆ ಬಾಲಕರು ಇನ್ನೇನು ಮಾಡಬೇಕು? ಉಪಾಧ್ಯಾಯರುಗಳು ಕೈಲಾದಮಟ್ಟಿಗೂ ಮಕ್ಕಳು ಮುಂದೆ ಒಳ್ಳೆ ಪ್ರಜೆಗಳಾಗುವುದಕ್ಕೆ ಸೂಕ್ತ ತಳಹದಿ ಮಾಡಿಕೊಡಬೇಕು. ಪ್ರಜೆಗಳು ಮತ್ತು ಸರ್ಕಾರವು ಉಪಾಧ್ಯಾಯರ ಪುರೋಭಿವೃದ್ಧಿಗೆ ಖಂಡಿತವಾಗಿಯೂ ಸಹಾಯಕರಾಗಿರುವರು. ಅದಕ್ಕೆ ಅನುಮಾನ ಬೇಡ."

ಮಧ್ಯಾಹ್ನ ಎರಡು ಘಂಟೆಗೆ ಪ್ರತಿನಿಧಿಗಳ ಸಭೆ ಕರೆಯಲಾಯಿತು. ಅನೇಕ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಮಂಡಿಸಲಾಯಿತು. ಅದರಲ್ಲಿ ಮೆಟ್ರಿಕ್ ಆದವರಿಗೆ ರೂ. ೫೦ರಿಂದ ೧೦೦ ಸ್ಕೇಲನ್ನು ರೂ. ೫೦ ರಿಂದ ೧೫೦ ಮಾಡಬೇಕೆಂದೂ, ಇಲಾಖೆಯ ಟ್ರೈನಿಂಗ್ ಮುಗಿದನಂತರ ರೂ. ೭೫ ರಿಂದ ೧೮೦ ಗ್ರೇಡು ಕೊಡಬೇಕೆಂದೂ ಪ್ರಸ್ತಾವನೆ ಸ್ವೀಕರಿಸಲಾಯಿತು. ಅಲ್ಲದೆ ಮಿಡ್ಲ್ ಟ್ರೈನ್ಡ್ ಶಿಕ್ಷಕರಿಗೆ ರೂ. ೫೦ರಿಂದ ೧೦೦ ಸ್ಕೇಲು ಕೊಡಬೇಕೆಂದೂ, ವಾಲೆಂಟ್ರಿ ಶಿಕ್ಷಕರಿಗೆ ಗ್ರೇಡು ಕೊಡಬೇಕೆಂದೂ, ಸೂಚಿಗಳಲ್ಲಿ ಹೈಸ್ಕೂಲ್ ಮತ್ತು ಪ್ರೈಮರಿ ಭೇದ ಇರಕೂಡದೆಂದೂ ಮುಂತಾಗಿ ಪ್ರಸ್ತಾವನೆಗಳು ಸ್ವೀಕರಿಸಲಾದುವು. ಸ್ವಾಗತ ಸಮಿತಿಯ ಮಂತ್ರಿ ಶ್ರೀ ಸುರೇಶಚಂದ್ರರವರು ಸಮ್ಮೇಳನಕ್ಕೆ ಬೇಕಾದ ಎಲ್ಲಾ ಏರ್ಪಾಟುಗಳನ್ನು ಬಹಳ ವಿತರಣೆಯಿಂದ ಮಾಡಿದ್ದರು. ಸಾಮಾನ್ಯ ಸಭೆಯು ಒಕ್ಕೊರಲಿನಿಂದ ಕರತಾಡನೆಯ ಮೂಲಕ ತಮ್ಮ ಸರ್ವಾನುಮತವನ್ನು ಸೂಚಿಸಿತು.

ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಉಪಾಧ್ಯಾಯರ ಸಂಘ, ಶಿಕಾರಿಪುರ.—ಈ ಸಂಘವು ತಿಂಗಳಿಗೊಮ್ಮೆ ಸಭೆ ಸೇರಿ ಉಪಾಧ್ಯಾಯರ ಅಭಿವೃದ್ಧಿಗೂ, ಅವರ ಅಶೋತ್ತರಗಳಿಗೂ ಅನ್ವಯಿಸುವ ಚರ್ಚೆಗಳನ್ನು ಏರ್ಪಡಿಸಿ ಬಹಳ ಮೆಹನತ್ತಿನಿಂದ ಕೆಲಸಮಾಡುತ್ತಿದೆ. ಸಂಘದ ಸಭೆಗಳಲ್ಲಿ ಕವನಪಠನ, ಮಾದರಿ ಪಾಠ, ಭಾಷಣಗಳಿಗೆ ಹೆಚ್ಚಾದ ಪ್ರೋತ್ಸಾಹ ದೊರೆಯುತ್ತಿದೆ. ಅತಿ ಮುಖ್ಯ ವಿಷಯವೇನೆಂದರೆ ಉಪಾಧ್ಯಾಯರಿಗೂ, ಗ್ರಾಮ ಮುಖಂಡರಿಗೂ ಒಂದು ಅನ್ಯೋನ್ಯತೆ ಬೆಳೆದು ಅತಿ ಸಾಮರಸ್ಯದಿಂದ ಕೆಲಸಕಾರ್ಯಗಳು ಮುಂದುವರಿಯುತ್ತಿವೆ. ಎಲ್ಲರ ಸಹಕಾರವೂ ಶಾಲೆಗಳ ಹಾಗೂ ಉಪಾಧ್ಯಾಯರ ಬೆಳವಣಿಗೆಗೆ ಅತ್ಯಂತ ಮುಖ್ಯವಾದದ್ದೆಂದು ಸಂಘದವರು ಎಣಿಸಿದ್ದಾರೆ. ಸಂಘದ ಅಧ್ಯಕ್ಷರಾದ ಇನ್‌ಸ್ಪೆಕ್ಟರ್ ಪಿ. ವಾಸುದೇವರೆಡ್ಡಿಯವರು ಮತ್ತು ಸೆಕ್ರೆಟರಿಗಳಾದ ಕೆ. ವಿ. ಸತ್ಯನಾರಾಯಣಶೆಟ್ಟಿಯವರು ವಂದನಾರ್ಹರು.

ಉಪಾಧ್ಯಾಯರ ಸಂಘ, ಹಲಗೂರು, ಮಳವಳ್ಳಿ ತಾಲ್ಲೂಕು.—ಈ ಕೆಳಗೆ ಕಂಡ ಠರಾವನ್ನು ಉಪಾಧ್ಯಾಯರು ಅನುಮೋದಿಸಿ ವಿದ್ಯಾಭ್ಯಾಸದ ಇಲಾಖೆಗೆ ರವಾನಿಸಬೇಕೆಂದು ತೀರ್ಮಾನಿಸಿದರು.

ಪ್ರೈಮರಿ ಶಾಲೆಯ ಉಪಾಧ್ಯಾಯರ ಸಂಬಳದ ವಿಚಾರ:

ಕನ್ನಡ ಲೋಯರ್ ಸೆಕೆಂಡರಿ ಪಾಸಾದ ಉಪಾಧ್ಯಾಯರ ಸಂಬಳವನ್ನು ರೂ. ೪೦–೧–೫೦–೨–೬೦ ರಂತೆಯೂ ಮತ್ತು ಟ್ರೈನಿಂಗ್ ಆದ ಉಪಾಧ್ಯಾಯರಿಗೆ ರೂ. ೪೦–೨–೫೦ ೩–೮೦ ರಂತೆಯೂ ಮಾಡಿ ಇಬ್ಬರಲ್ಲಿಯೂ ವ್ಯತ್ಯಾಸ ತೋರಿಸಿದ್ದಾರೆ. ಆದರೆ ಮಾಧ್ಯಮಿಕ ಶಾಲೆಯಲ್ಲಿ ಕೆಲಸ ಮಾಡುತ್ತಿರುವ ಎಸ್. ಎಸ್. ಎಲ್. ಸಿ. ಆದ ಉಪಾಧ್ಯಾಯರಿಗೂ ಮತ್ತು ಎಸ್. ಎಸ್. ಎಲ್. ಸಿ. ಆಗಿ ಟ್ರೈನಿಂಗ್ ಆದ ಉಪಾಧ್ಯಾಯರಿಗೂ ವ್ಯತ್ಯಾಸವಿಲ್ಲ. ಅವರ ಸಂಬಳದ ಸ್ಕೇಲಿನಲ್ಲಿ ರೂ. ೫೦–೩–೮೦–೪–೧೦೦. ಹಾಗೆಯೇ ಪ್ರೈಮರಿ ಶಾಲೆಯ ಉಪಾಧ್ಯಾಯರ ಸಂಬಳದಲ್ಲಿಯೂ ವ್ಯತ್ಯಾಸವಿಲ್ಲದೆ ಅವರಿಗೆ ರೂ. ೪೦–೨–೫೦–೩–೮೦ ಗಳಂತೆ ಸ್ಕೇಲನ್ನು ಕೊಡಬೇಕು.

ಪ್ರಾಥಮಿಕ ಶಾಲೆಯೂ, ಪ್ರಕೃತಿ ವಿಮರ್ಶೆಯೂ

ಲೇಖಕರು: ಶ್ರೀ ಮ. ಮಲ್ಲಪ್ಪ, ಜ್ಞಾನಮಂದಿರ, ಹಲಗೂರು

ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣವೇ ಶಿಕ್ಷಣದ ತಳಹದಿಯು. ಶಿಕ್ಷಣದ ಉನ್ನತ್ಯಾವನತಿಯು ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಮುನ್ನಡೆ ಹಿನ್ನಡೆಯ ಮೇಲೆ ಅವಲಂಬಿಸಿರುತ್ತದೆ. ಪ್ರಕೃತಿಯ ಅಂಶಗಳನ್ನು ವಿಮರ್ಶಾಜ್ಞಾನದಿಂದ ತಿಳಿಯುವುದೇ ಪ್ರಕೃತಿ ವಿಮರ್ಶೆಯು. ಭಗವಂತನ ಮಹಿಮೆಯು ಪ್ರಕೃತಿಯಿಂದ ಹೊರಬಿದ್ದಿದೆ. ಜಗತ್ತು ಒಂದು ನಾಟಕ ರಂಗಭೂಮಿ; ಪ್ರಕೃತಿ ಪದಾರ್ಥಗಳು ಪಾತ್ರಧಾರಿಗಳು; ಸೃಷ್ಟಿಕರ್ತನಾದ ಭಗವಂತನು ಸೂತ್ರಧಾರನು; ಹಗಲಿರುಳು ಅಂಕಗಳು. ಶಾಸ್ತ್ರಾಭ್ಯಾಸಕ್ಕೂ, ಶಾಸ್ತ್ರಾನ್ವೇಷಣಕ್ಕೂ ತಳಹದಿಯು ಪ್ರಕೃತಿ ವಿಮರ್ಶೆಯು. ಪ್ರಕೃತಿ ಸಂಬಂಧವಾದ ಪದಾರ್ಥಗಳು ಗಳಿಗೆ ಗಳಿಗೆಗೂ ಬದಲಾವಣೆಯನ್ನು ಪಡೆಯುತ್ತಿರುವ ವಿಮರ್ಶೆಯನ್ನು ಪಂಚೇಂದ್ರಿಯಗಳಿಗೆ ಕ್ರಮಬದ್ಧವಾಗಿ ಪರೀಕ್ಷಿಸುವುದೇ ಪ್ರಕೃತಿ ವಿಮರ್ಶೆಯು. ಮೃಗ, ಸಸ್ಯ, ಖನಿಜ, ಭೌತಿಕ ಶಕ್ತಿ ಇವುಗಳನ್ನು ಒಳಗೊಂಡಿರುವುದೇ ಪ್ರಕೃತಿಯು. ನಮ್ಮ ನಾಡು ಹಳ್ಳಿಗಳ ಬೀಡು. ಹಳ್ಳಿಯು ಪ್ರಕೃತಿಯ ಗಣಿಯು. ಹಳ್ಳಿಯ ಮಕ್ಕಳು ಸರ್ವಸಾಮಾನ್ಯವಾಗಿ ದಿನವೆಲ್ಲ ಮನೆಯ ಹೊರಗಡೆಯೇ ಕಾಲವನ್ನು ಕಳೆಯುತ್ತಾರೆ; ಪ್ರಕೃತಿಯ ಸಾನ್ನಿಧ್ಯದಲ್ಲಿಯೇ ಸತತವೂ ಬೆಳೆಯುತ್ತಾರೆ. ಪ್ರಕೃತಿಯ ಸನ್ನಿವೇಶವು ಮಕ್ಕಳಿಗೆ ಅನುಕೂಲವಾಗಿದೆ. ಶಾಲೆಯ ಕರಿಕ್ಯುಲಮ್ಮಿನಲ್ಲಿಯೂ ಕೂಡ ಪ್ರಕೃತಿ ವಿಮರ್ಶೆಯು ಒಂದು ಪ್ರಧಾನವಾದ ಪಾಠವಾಗಿ ಸರಳ ವಿಜ್ಞಾನದ ನಾಮಾಂಕಿತದಲ್ಲಿದೆ. ಈ ಪಾಠದಿಂದ ಮಗುವಿನ ಜ್ಞಾನವು ಹೆಚ್ಚುವುದಲ್ಲದೆ, ಅದರ ಮನಸ್ಸಿನ ಬೆಳವಣಿಗೆಯೂ ಸಹ ಹೆಚ್ಚುತ್ತದೆ. ಬರೀ ವಿಷಯ ಸಂಗ್ರಹ ಮಾತ್ರವಲ್ಲ; ಆದರೆ ಪ್ರಕೃತಿಯಲ್ಲಿ ಒಂದು ತೆರನ ಅಭಿರುಚಿಯನ್ನುಂಟುಮಾಡುತ್ತದೆ.

"ಪ್ರಕೃತಿ ಪಾಠಗಳ ಮುಖ್ಯೋದ್ದೇಶವು ಬಾಲಕರಿಗೆ ತಮ್ಮ ಸುತ್ತಮುತ್ತಲೂ ಇರುವ ಸಸ್ಯ ಮತ್ತು ಪ್ರಾಣಿಗಳ ವಿಷಯವಾಗಿ ಸ್ವಾಭಾವಿಕವಾಗಿರುವ ಆಸಕ್ತಿಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವುದೇ ಆಗಿರುವುದು."

—ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಉಪಾಧ್ಯಾಯರ ಶಿಕ್ಷಣ ಕೈಪಿಡಿ.

ಪರಿಶೋಧನೆಯೇ ಪ್ರಕೃತಿಜ್ಞಾನದ ತಳಹದಿಯು. ಪ್ರಾಣಿಗಳ ಮತ್ತು ಸಸಿಗಳ ಬಾಳಿನ ಗುಟ್ಟನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದೇ ಸಂಶೋಧನೆಯು. ಪ್ರಕೃತಿ ವಿಮರ್ಶೆಯ ಪ್ರಧಾನ ಧ್ಯೇಯವು ಪ್ರಾಣಿ ಮತ್ತು ಸಸ್ಯವರ್ಗಕ್ಕಿರುವ ಸಂಬಂಧವನ್ನೂ, ಮಾನವ ವರ್ಗಕ್ಕಿರುವ ಸಂಬಂಧವನ್ನೂ ತಿಳಿಸುವುದು. ಪ್ರಕೃತಿಯ ಮಧ್ಯದಲ್ಲಿ ಸ್ವತಂತ್ರವಾಗಿ ಬೆಳೆಯುತ್ತಿರುವ ಪ್ರಕೃತಿ ಪದಾರ್ಥಗಳ ಜೀವನ ಕತೆಯನ್ನು ತಿಳಿಸುತ್ತವೆ. ಮಕ್ಕಳ ನೇತ್ರಪಾಟವನ್ನೂ, ಹಸ್ತಕೌಶಲವನ್ನೂ ಅಭಿವೃದ್ಧಿಪಡಿಸಿ ಅದರ ಮೂಲಕ ಜ್ಞಾನಾರ್ಜನೆಗೂ, ಅದರಿಂದ ಮುಂದಿನ ಪಾಠಗಳನ್ನು ಕಲಿಯುವುದಕ್ಕೂ ಸಹಾಯವಾಗುತ್ತದೆ. ದಯೆ, ಅನುತಾಪ, ಭಗವದ್ಭಕ್ತ್ಯಾದಿ ಸದ್ಗುಣಗಳನ್ನು ಮಕ್ಕಳಲ್ಲಿ ಬೇರೂರಿಸಲು ಇದರಿಂದ ಅವಕಾಶವಾಗುತ್ತದೆ. ಕೇವಲ ಪರಿಚಿತವಾದ ದಿನಚರಿಯ ವಿಚಾರಗಳನ್ನು ಶಾಸ್ತ್ರೀಯ ಪದ್ಧತಿಯಲ್ಲಿ ತಿಳಿಸಿದಲ್ಲಿ ಮುಂದಿನ ಹಂತದ ಶಿಕ್ಷಣವನ್ನು ಸರಿಪಡಿಸಿದಂತಾಗುತ್ತದೆ. ಮಕ್ಕಳಲ್ಲಿ ಚಟುವಟಿಕೆಯನ್ನೂ, ಚೈತನ್ಯ ವಿಕಾಸವನ್ನೂ ಕಾಣುವುದೇ ಪ್ರಧಾನಾಂಶವು. ಮಕ್ಕಳ ಸಹಜ ಗುಣವಾದ ವಸ್ತು ಪರೀಕ್ಷಣಾಶಕ್ತಿಯನ್ನು ಹೆಚ್ಚಿಸುವುದೂ, ಮಕ್ಕಳಲ್ಲಿ ಕಾರ್ಯಕಾರಣ ಭಾವನೆಯನ್ನು ಬೆಳೆಯಿಸಿ, ಸ್ವಾವಲಂಬನಾ ಶಕ್ತಿಯನ್ನು ಹೆಚ್ಚಿಸುವುದೂ ಮುಖ್ಯ. ಮಕ್ಕಳು ಬುದ್ಧಿಸಂಸ್ಕಾರವನ್ನು ಪಡೆದು ಬಾಳಿನ ರುಚಿಯನ್ನು ಅನುಭವಿಸುವಂತೆ ಮಾಡುವುದು. ವಿಜ್ಞಾನವನ್ನು ಪ್ರಯೋಗಗಳಿಂದ ಪರೀಕ್ಷಿಸಿ ಜ್ಞಾನಾರ್ಜನೆಮಾಡುವ ಅಭ್ಯಾಸವನ್ನು ಬಾಲಕರಿಗೆ ಮಾಡಿಸಿದರೆ, ಸಾಂಘಿಕ, ಆರ್ಥಿಕ, ರಾಜಕೀಯ ವಿಚಾರಗಳಲ್ಲಿ ಸ್ವತಂತ್ರ ಮನೋವರ್ತನೆಯುಂಟಾಗಿ, ನಾಡಿನ ಅಭ್ಯುದಯಕ್ಕೆ ಶಾಸ್ತ್ರ ಶಿಕ್ಷಣವು ಅಗತ್ಯವೆಂಬುದು ಜನಾಂಗಕ್ಕೆ ಅರಿವಾಗುತ್ತದೆ.

ಪಾಠಕ್ರಮವು ಬರೀ ಹೇಳಿಕೆಯಿಂದಾಗಲಿ, ಬರೀ ಬರವಣಿಗೆಯಿಂದಾಗಲಿ ಸಾರ್ಥಕವಾಗದು. ಕಾರ್ಯಕಾರಣ ಸಂಬಂಧವನ್ನು ವಿಮರ್ಶಿಸಿ ವಿಚಾರವನ್ನು ಅನುಭವದ ಮೂಲಕ ಸಾಧಿಸುವುದರಿಂದ ಸಾರ್ಥಕವಾಗುತ್ತದೆ. ಇದು ಶಾಸ್ತ್ರೀಯ ಜ್ಞಾನಾರ್ಜನೆಯಲ್ಲಿ ಪ್ರಯೋಗಗಳಿಂದ ವಿಚಾರವನ್ನು ಸಾಧಿಸಿ ಅರಿತುಕೊಳ್ಳಬೇಕೆಂಬ ಚಟುವಟಿಕೆಯನ್ನೂ, ರೂಢಿಯನ್ನೂ ಪಡೆಯಬೇಕು. ಈ ಅಭ್ಯಾಸಗಳು ಮಕ್ಕಳ ಮನಸ್ಸಿನಲ್ಲಿ ಬೇರೂರಲು ಪ್ರಯೋಗಗಳು ಅಗತ್ಯ. ಉದ್ದೇಶ ಸಾಧನೆಗೆ ಕ್ರಿಯಾಪಟುತ್ವವು ಅಗತ್ಯ. ಮಕ್ಕಳಿಗೆ ಪ್ರಕೃತಿ ಪರಿಚಯವನ್ನು

ಮಾಡಿಕೊಡಲು ಶಿಕ್ಷಕನು ಪ್ರಕೃತಿಯ ಪದಾರ್ಥಗಳನ್ನೂ ಸಂಭವಗಳನ್ನೂ ವಿಮರ್ಶಾಜ್ಞಾನದಿಂದ ನೋಡಿ ಅರಿತು ಕೊಂಡು ಜ್ಞಾನಾರ್ಜನೆ ಮಾಡಿಸುವುದಲ್ಲದೆ, ಪುಸ್ತಕಗಳ ಮೂಲಕವೂ ಅರಿತುಕೊಳ್ಳಲು ಯತ್ನಿಸಬೇಕು. ಜ್ಞಾನ ದಾಹಿಯಾಗಿರಬೇಕು. ಆಯಾಯ ಸನ್ನಿವೇಶಗಳಿಗೆ ಯೋಗ್ಯವಾದ ವೇಳೆಯಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ಇಚ್ಛೆಯಾದವು ಗಳನ್ನು ಆರಿಸಿಕೊಂಡು ಆಯಾಯ ಪದಾರ್ಥಗಳ ಪರಿಚಯ ವಾಗುವಂತೆ ಮಾಡಬೇಕು. ತಿಳಿಯದ ವಿಷಯವನ್ನು ತಿಳಿದುದರ ಮೂಲಕ ಸಲ್ಲಾಪದಲ್ಲಿ ಶಿಕ್ಷಕನು ತಿಳಿಸಬೇಕು. ಯೋಚನಾಶಕ್ತಿಗೆ ಪೂರ್ತಿ ಅವಕಾಶವನ್ನು ಕೊಡಬೇಕು. ಶಾಲೆಯ ಸುತ್ತಮುತ್ತಲಿನ ಗಿಡ, ಮರ, ಬಳ್ಳಿ ಮತ್ತು ಪ್ರಾಣಿಗಳ ವಿಚಾರ, ಮನೆಯ ಸುತ್ತಮುತ್ತಣ ವಿಚಾರ, ಅನಂತರ ಹಳ್ಳಿಯ ವಿಚಾರಗಳನ್ನು ತಿಳಿಸುತ್ತ ಬಂದರೆ ಅನುಕೂಲವಾಗಿರುತ್ತದೆ. ಶಾಲೆಯ ಸುತ್ತಲೂ ಬಾಲಕ ಬಾಲಕಿಯರ ಸಹಾಯದಿಂದ ಆ ಹಳ್ಳಿಯವರೆ ಅನು ಕೂಲಕ್ಕೂ ಹಾಗೂ ಶಾಲೆಯ ಅಗತ್ಯಕ್ಕೂ ಅನುಗುಣ ವಾಗಿ ಹೂವು, ತರಕಾರಿ ಗಿಡಗಳನ್ನೂ, ಸೌಂದರ್ಯ ದಾಯಕ ಸಸ್ಯಗಳನ್ನೂ ಬೆಳೆಯಿಸಿ ಸತತವೂ ಚೆನ್ನಾಗಿರು ವಂತೆ ಇಟ್ಟದ್ದರೆ ಮಕ್ಕಳ ಮನಸ್ಸು ಮಡಿಯಾಗುತ್ತದೆ. ಯೋಗ್ಯ ಮಾರ್ಗದರ್ಶಕತ್ವದಿಂದ ತಮ್ಮ ಶಾಲೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಿಕೊಳ್ಳುವುದರಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ಹೆಮ್ಮೆ ಯುಂಟಾಗುವಂತೆ ಮಾಡಿದರೆ ಮಕ್ಕಳು ಆಗ ಪ್ರಕೃತಿ ವಿಮರ್ಶೆಯ ತತ್ವಗಳನ್ನು ಅರಿತುಕೊಳ್ಳುತ್ತಾರೆ. ತೋಟ ದಲ್ಲಿ ಮಕ್ಕಳ ಕೈಯಿಂದಲೇ ಸಾಧ್ಯವಾದಷ್ಟುಮಟ್ಟಿಗೆ ಕೆಲಸಮಾಡಿಸಿದರೆ ಅವರಲ್ಲಿ ಚಟುವಟಿಕೆ, ಶ್ರದ್ಧೆ, ಕರ್ತವ್ಯ ನಿಷ್ಠಾದಿ ಸದ್ಗುಣಗಳು ನೆಲೆಯಾಗುತ್ತವೆ. ಮಾತಿಗಿಂತ ನೋಟವೇ ಮೇಲು. ಕಿವಿಯಿಂದ ಕೇಳಿದುದು ವಿಸ್ಮೃತಿ ಹೊಂದಿ ಚಿರಸ್ಥಾಯಿಯಾಗಿ ನಿಲ್ಲಲು ನೇತ್ರವು ಸಹ ಕಾರಿಯು. ಶಾಲೆಯ ತೋಟದಲ್ಲಿ ಆಯಾಯ ಋತು ಗಳಿಗನುಸಾರವಾದ ಸಸ್ಯ ಮತ್ತು ಪ್ರಾಣಿಜೀವನದ ಬಗೆ ಯನ್ನು ತಿಳಿದುಕೊಳ್ಳಬಹುದು. ಪರಿಶೋಧನೆ, ಪ್ರಾಶ್ನಿಕ ಬುದ್ಧಿಯ ವಿಕಾಸಕ್ಕೆ ವಿಹಾರಗಳಿಂದ ಅವಕಾಶವಿರುತ್ತದೆ. ಸ್ಪಷ್ಟವಾದ, ಸ್ಫೂರ್ತಿದಾಯಕವಾದ ಸಲಹೆ, ಸೂಚನೆ ಗಳು ಮಕ್ಕಳಿಗೆ ಅತ್ಯಗತ್ಯ. ಪಾಠಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಕಥೆ ಗಳಿಂದಲೂ, ಸಾದೃಶ್ಯ ವಸ್ತುಗಳಿಂದಲೂ, ಸ್ವಾರಸ್ಯವಾದ ಪದ್ಯಗಳಿಂದಲೂ, ಒಳ್ಳೆಯ ಚಿತ್ರಗಳಿಂದಲೂ ಮಕ್ಕಳ ಅನುಭವಗಳನ್ನು ಹೆಚ್ಚಿಸಬೇಕು. ಒಂದು ಪ್ರಾಣಿಯ ಸಂಬಂಧದಿಂದ ಮತ್ತೊಂದು ಪ್ರಾಣಿಯ ಪರಿಚಯವಾಗ ಬೇಕು. ಉದಾಹರಣೆಗೆ ಬೆಕ್ಕಿನ ಪರಿಚಯದಿಂದ ಹುಲಿಯ ಸಂಗತಿಯನ್ನು ತಿಳಿಸುವುದು. ಮಕ್ಕಳ ಆತ್ಮವಿಕಾಸಕ್ಕೆ ಸಾಕಷ್ಟು ಸ್ವತಂತ್ರ ಅವಕಾಶವನ್ನು ಕೊಡಬೇಕು. ಮೊದಲು ಪ್ರಾಣಿಯನ್ನು ಕಣ್ಣಾರೆ ನೋಡಿದರೆ ಅನಂತರ ಶಾಲೆಯ ಗೋಡೆಗಳ ಮೇಲೆ ಹಾಕಿರುವ ಚಿತ್ರಗಳನ್ನು ಮಕ್ಕಳು ತಮ್ಮ ಸ್ವಾನುಭವದಿಂದ ತಟ್ಟನೆ ಗುರುತಿಸು ತ್ತಾರೆ. ಕ್ರಮಕ್ರಮವಾಗಿ ಒಂಟಿಯಾಗಿರುವಾಗ ಇಲ್ಲವೇ ತಮ್ಮ ಗೆಳೆಯರೊಡನಿರುವಾಗ ತಮ್ಮ ತಿಳಿವನ್ನು ಅಭಿ ವೃದ್ಧಿಪಡಿಸಲು ಸಾಧ್ಯವೆಂದು ಸುಮ್ಮಾನಪಡುತ್ತಾರೆ. ಆಗ ಅವರ ಕುತೂಹಲವು ಹೊರಹೊಮ್ಮಿ ಹರಿದಂತೆಲ್ಲ ಪ್ರಕೃತಿ ಸೌಂದರ್ಯದ ಗುಟ್ಟು ಬಾಳಿನ ರಹಸ್ಯವನ್ನು ಭೇದಿಸಿ ಆರ್ಜಿಸಿದ ಗೆಲುವಿನಿಂದ ಹಿರಿಹಿಗ್ಗಾಗುತ್ತಾರೆ. ಶಾಲೆಯ ಹೊರಗಣ ಪ್ರಕೃತಿ ವಿಮರ್ಶಾಕ್ರಿಯೆಯು ಮಕ್ಕಳ ಸ್ವಾನು ಭವಕ್ಕಾಗಿ ನಡೆಯಿಸುವುದು ಅನಿವಾರ್ಯವಾದರೂ ಪಾಠಶಾಲೆಯಲ್ಲಿ ತಿಳಿಸಬೇಕಾದ ವಿಚಾರಗಳ ಒಂದು ಭಾಗವಾಗಿರುತ್ತದೆ. ಅಲ್ಲಲ್ಲಿನ ಸಂದರ್ಭ ಸನ್ನಿವೇಶಗಳಿಂದ ಶಿಕ್ಷಕರೂ, ಬಾಲಕ ಬಾಲಕಿಯರೂ ಕೂಡಿ ಪಾಠಕ್ಕೆ ಬೇಕಾದ ಪದಾರ್ಥಗಳನ್ನು ಕೂಡಿಸಿದರೆ ಅದೇ ಒಂದು ವಸ್ತುಸಂಗ್ರಹಶಾಲೆಯಾಗುತ್ತದೆ. ವಾಯುಗುಣದ ಪಟ್ಟಿ, ಪ್ರಕೃತಿ ಪಂಚಾಂಗ, ಆಯಾಯ ಋತುವಿನಲ್ಲಿ ಪ್ರಾಣಿ ಮತ್ತು ಗಿಡಗಳ ಪರೀಕ್ಷಾ ವಿಷಯ, ನಗರಗಳಲ್ಲಿನ ಸರ್ವಸಾಮಾನ್ಯ ಹಕ್ಕಿಗಳ ಪರೀಕ್ಷಾ ವಿಚಾರ, ಮೊಳಕೆ, ಬೇರು, ಹೂವು, ಹೀಚು ಇತ್ಯಾದಿಗಳ ವೀಕ್ಷಣೆ, ವಿಚಿತ್ರ ಗಿಡ ಮತ್ತು ಎಲೆಗಳನ್ನು ಕೂಡಿಸಿಡುವುದು, ವಸ್ತುಪ್ರದರ್ಶ ನಾಲಯದ ಅಭಿವೃದ್ಧಿ ತಃಖ್ತೆಯನ್ನು ತಯಾರಿಸುವುದು, ವಸ್ತುಪ್ರದರ್ಶನಾಲಯದ ವಸ್ತುಗಳನ್ನು ಪಾಠೋಪಕರಣ ಗಳನ್ನಾಗಿ ಉಪಯೋಗಿಸಿಕೊಳ್ಳಬೇಕು. ಚಲನಚಿತ್ರ, ಮಾಯಾದೀಪಾದಿಗಳ ಪ್ರದರ್ಶನಚಿತ್ರಗಳೂ ಸಹಾಯಕ ವಾಗಿರುತ್ತವೆ. ಮಕ್ಕಳ ಸ್ವಪ್ರಯತ್ನದ ಫಲಗಳೇ ಜ್ಞಾನ ಭಂಡಾರ. ಪ್ರಕೃತಿ ಪದಾರ್ಥಗಳು ಪ್ರಕೃತಿ ಪಾಠದ ಬೋಧನೆಯ ಫಲವನ್ನು ಬಿಚ್ಚಿ ತೋರುತ್ತವೆ. ಯಾವ ಪಾಠದಲ್ಲಿ ಇಂದ್ರಿಯಜನ್ಯ ಜ್ಞಾನವಾಗುವುದೋ ಆ ಪಾಠವು ಸಫಲವಾದಂತೆಯೇ ಸರಿ.

ಹಲವರಿಗೆ ಪ್ರಕೃತಿ ವಿಮರ್ಶೆ ಪಾಠ ಎಂದರೆ ಪರೆದಾಟ ವಾಗಿದೆ ಮತ್ತೆ ಕೆಲವರಿಗೆ ವಿರಾಮವನ್ನೀಯುವ ಪಾಠವಾಗಿ ಪರಿಣಮಿಸಿದೆ. ಇನ್ನು ಕೆಲವರಿಗೆ ವಸ್ತುಜ್ಞಾನ ಪರಿಚಯ ಪೀಠವಾಗಿದೆ. ಈ ಪಾಠವನ್ನು ಪಾಠ ಸಮನ್ವಯಾನು ಸಾರ ಮಾಡಬೇಕು. ಸಹಜ ಪ್ರಕೃತಿಸನ್ನಿವೇಶವಿದ್ದರೂ ಸಹ ಅದರ ಉಪಯೋಗವನ್ನು ಪಡೆಯದಿರುವುದು ಶುದ್ಧ ಶೋಚನೀಯವೇ ಸರಿ. ಪದಾರ್ಥದ ರಚನೆ, ಅದರ

ಗುರಿಯು ಮಕ್ಕಳಿಗೆ ಸಾಮಾನ್ಯವಾಗಿ ತಿಳಿದಿಲ್ಲವಾದುದರಿಂದ ಅವುಗಳನ್ನು ವಿಸ್ತಾರವಾಗಿ ತಿಳಿಸಲು ಶಿಕ್ಷಕರು ಯತ್ನಿಸಬೇಕು. ಮಕ್ಕಳ ಕುತೂಹಲ ಶಕ್ತಿಯು ಕುಗ್ಗದಂತೆ ಪಾಠವು ಸಾಗಬೇಕು. ಗಣಿತ, ಭೂವಿವರಣೆ, ನೀತಿಬೋಧೆ ಇತ್ಯಾದಿ ಪಾಠಗಳನ್ನು ಸಮನ್ವಯ ಮಾಡಿಕೊಳ್ಳಬೇಕು. ಪ್ರತಿ ಘಳಿಗೆಯಲ್ಲಿಯೂ ಮಕ್ಕಳ ಮನೋಗತಿಯು ಯಾವ ದಿಕ್ಕಿಗೆ ಹರಿದುಹೋಗುತ್ತದೆ ಎಂಬುದನ್ನು ಅರಿತುಕೊಂಡು ಬೋಧಕರು ಬೋಧನೆಯನ್ನು ಸಾಗಿಸಬೇಕು. ಉಪಕರಣಗಳನ್ನು ಸಾಧ್ಯವಾದಷ್ಟು ಮಟ್ಟಿಗೂ ಹೆಚ್ಚಿಸಿಕೊಂಡು ಮಕ್ಕಳ ಮನಸ್ಸನ್ನು ಆಕರ್ಷಿಸಬೇಕು. ಪಾಠದ ಬೆಲೆಯನ್ನು ಅರಿತು ಪಾಠವನ್ನು ಮುಗಿಸಿದರೆ ಅದರ ಮೇಲೆ ಅಭಿರುಚಿಯು ಮಕ್ಕಳಿಗೆ ಮಿಗಿಲಾಗುತ್ತದೆ. ಉಪಾಧ್ಯಾಯರ ಉತ್ಸಾಹ, ಕುತೂಹಲ, ಜ್ಞಾನದಾಹ, ನಿರಾಲಸ್ಯ, ಸಾಲಕ್ಷ್ಯ, ವಿವೇಕಾದಿಯು ಪ್ರಕೃತಿ ವಿಮರ್ಶೆಯ ಪಾಠವನ್ನು ಸಾಂಗೋಪಾಂಗವಾಗಿ ನಡೆಯಿಸಲು ಅನುಕೂಲವಾಗುತ್ತದೆ. ಮಕ್ಕಳ ಮನೋಭೂಮಿಯಲ್ಲಿ ಅಂಕುರಿಸಿರುವ ಮೊಳಕೆಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಿ, ಸ್ವತಂತ್ರ ಜೀವನೋಪಾಯದ ಹಾದಿಯನ್ನು ಹೆಚ್ಚಿಸಿ ಅದರಿಂದ ದೈವಭಕ್ತಿ, ದೇಶಭಕ್ತಿ, ಗುರುಭಕ್ತಿಗಳನ್ನು ಮಿಗಿಲಾಗಿರಿಸಿ ಅದರಿಂದಾಗುವ ಆನಂದವನ್ನು ಅನುಭವಿಸಲು ಮೂಲಕಾರಣರು ಶಿಕ್ಷಕರು. ನಮ್ಮ ಹಳ್ಳಿಗಳ ಸ್ಥಿತಿಗತಿಯನ್ನು ಪ್ರಕೃತಿ ವಿಮರ್ಶೆಯ ಪಾಠವು ಪರೋಕ್ಷವಾಗಿ ಉತ್ತಮಪಡಿಸುತ್ತದೆ. ಶಿಕ್ಷಣದ ಕೀಲು ಭದ್ರವಾಗಿ, ವಿದ್ಯಾಭ್ಯಾಸ ವೈದೇಹಿಯು ಸುಂದರವಾಗಿ ನಿಲ್ಲಲು ಇದು ಸಹಾಯಕರವಾಗಿರುತ್ತದೆ. ಪರಮಾತ್ಮನ ಸೃಷ್ಟಿಯಲ್ಲಿ ನಂಬಿಕೆಯನ್ನಿಡುವುದು ಮತ್ತು ತನ್ನ ಹಾಗೆಯೇ ಸಕಲರೂ ಸುಖವಾಗಿದ್ದು ಆನಂದವನ್ನು ಅನುಭವಿಸಬೇಕೆಂಬ ಭಾವನೆಯು ಬರುತ್ತದೆ. ಪ್ರಕೃತಿಯಿಂದ ಬಾಳಿನ ರುಚಿಯನ್ನು ಅನುಭವಿಸಲು ದಾರಿ ದೊರಕುತ್ತದೆ.

Delhi—A Workshop on 'The School Beautiful'

THE Department of Extension Services, Central Institute of Education, Delhi, organized a workshop on "The School Beautiful" recently for the benefit of over 60 teachers.

A novel feature of this workshop was that teachers, who had done outstanding work in beautifying their schools, were given the privilege of guiding the other teachers in preparing the objects for beautifying the schools.

In her inaugural talk, Mrs. A. Moore, W.H.O. Health Education Consultant to the Ministry of Health, Bureau of Health Education, gave a talk on the need for healthful and clean school surroundings. She emphasized the fact that a beautiful surrounding was a prerequisite to a beautiful interior.

After this, the group leaders spoke to the participants explaining the types of objects that could be prepared for beautifying schools. They illustrated their talks by showing different kinds of objects that they were going to use as specimen for preparing a variety of beautiful objects. To prepare objects with a combination of plywood and painted earthen pots, to paper sculpture, clay modelling and working with earthen pots and beads were the subjects of study. Each group devoted whole-hearted attention and interest in the preparation of the objects and produced a rich variety of attractive objects with the inexpensive materials to beautify the walls, ceilings, and the verandahs of school buildings to create a lively and beautiful atmosphere in the school.

Exhibition

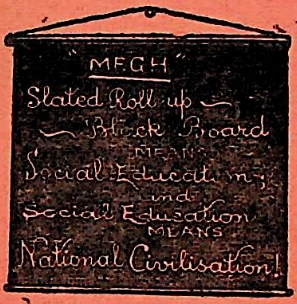
An exhibition of the objects prepared by the participants for beautifying the schools, during the workshop, was also organized. The objects presented a rich variety of excellent articles made of plywood, paper, clay, earthen lids and pots, beads, flower pots and vases, cellutex board, straw, cane, plaster of paris, cardboard, egg shells, etc.

The workshop stimulated so much interest among the teachers that they decided to try out the experience gained during the workshop in their respective schools. Some teachers, with the help of their heads of schools, even felt inclined to hold a workshop on 'the school beautiful' in their own schools for their entire staff.

724-CO Printed at the Bangalore Press, Bangalore City, by T. K. Balakrishnan, Superintendent.
Published by the Mysore State Education Federation, Editor: D. Visweswaraiya, Bangalore.

(On the list of Mysore State Government as approved supplier)

Easy, Interesting and Effective . . . .



With the help of our Plain, Graph, Outline, Copyline, Music and Dotted Slated Roll-up Black-Boards. You can make yours teaching easy, interesting and effective.

They are particularly useful in the case of Preparatory, Supplementary, Recapitulatory and Revisional lessons, inasmuch as they are handy, postable, any where hangable, writable with chalk and erasable with duster and readable from any angle of vision due to their scientific coating.

Directors of Education have recommended their use and Principals of educational Institutions have patronised them with great satisfaction.

For detailed information please write to:

MEGH SLATE FACTORY (Private) LTD.,

POST BOX No. 24,

BARAMATI (Poona), INDIA.

(ESTD. 1924)

No. MG/Advt.(8)/23814 Dated 2/3/1960

Regd. No. M 6920

"MYSORE LAMPS"

ARE THE BEST IN THE MARKET

Used for decorations on all festivals and special occasions like Dasara.

Test Certificate obtained for General Service & Train Lighting Lamps.

All lamps of 5 CP to 1,500 Watts General Service Type, Flood Light Lamps of 500 and 1,000 Watts, Train Lighting Lamps, Street Series Lamps and Miniature Lamps are being manufactured by us.

Under Rate Contract with the Government of India and State Governments.

Agents in all the States

THE MYSORE LAMP WORKS Ltd.

MALLESWARAM, BANGALORE 3

Telephone No.: 2023 Telegram: "MYSORELAMP"

THE BANGALORE PRESS